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ABSTRACT

Each of the four chapters of this report discusses a different aspect of the total evaluation for formulating the new Kindergarten-12 Guidance/Counseling Program document. Each chapter is developed on the analysis of several sets of data which are detailed in the appendices. The report supplies a broad data base from which decisions for program refinement could be made prior to the 1982-83 school year. The scope of the report is limited to the introduction and initiation phases for the new program document from December, 1981 to May, 1982. The chapters examine: (1) time available for the K-12 guidance/counseling program; (2) evaluation of the K-12 guidance/counseling program document; (3) preparation for the implementation phase; and (4) counseling process activities. A companion document, "Counseling Process Activities," accompanies this report and contains the 30 counseling process activities discussed in chapter four. The activities publication serves as a sample source document as well as a part of the evaluation. (PN)

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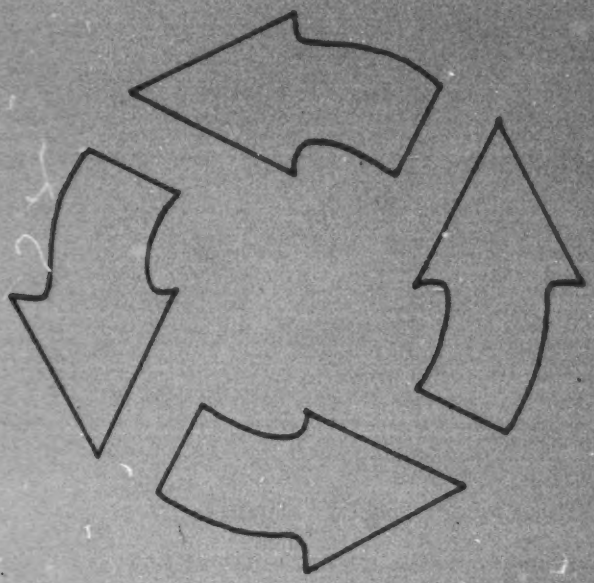

K-12 GUIDANCE/COUNSELING PROGRAM

DISTRICT EVALUATION REPORT

SUMMER 1982

TM 830 410 (1982)

ALBUQUERQUE PUBLIC SCHOOLS

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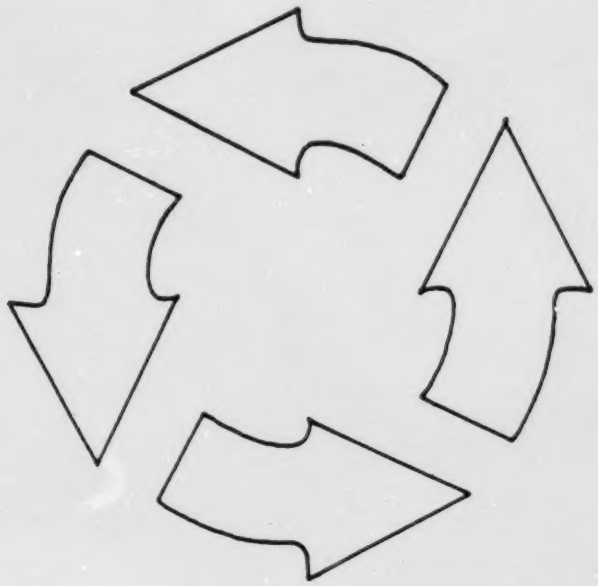


K-12 GUIDANCE/COUNSELING PROGRAM

DISTRICT EVALUATION REPORT

ADMINISTRATIVE SUMMARY

SUMMER 1982

ALBUQUERQUE PUBLIC SCHOOLS

ADMINISTRATIVE SUMMARY

K-12 Guidance/Counseling Program Evaluation

A large team of counseling professionals spent more than a year formulating the new K-12 Guidance/Counseling Program document. This effort was supported and highlighted as one of the Superintendent's goals for the 1981-82 school year. The purpose of the evaluation report was to supply a broad data base from which decisions for program refinement could be made prior to the 1982-83 school year. The scope of the report was limited to the introduction and initiation phases for the new program document from December, 1981 to May, 1982.

CHAPTER ONE

Time Available For The K-12 Guidance/Counseling Program

Chapter One dealt with the following questions:

- How do various school professionals perceive the amount of time counselors spend on several counseling activities as compared to an actual record of counselor time spent on many activities?
- Prior to the implementation of the new program which counseling activities took the greatest percentage of time?

Data analyzed for Chapter One was derived from a questionnaire

CHAPTER TWO

Evaluation of the K-12 Guidance/Counseling Program Document

The following questions were answered in Chapter Two:

- What reactions do school professionals have to the new program document?
- What modifications would improve the program document prior to program implementation?

Chapter Two highlighted the reactions of administrators, counselors, and teachers to Section III of the questionnaire already mentioned in Chapter One addressing specifically the concepts, structure, and language of the new program document. Generally, these three sub groups agreed that the program document was adequate and acceptable. The philosophy statement and the three areas of counselor competency were areas that may need some modification.

The following findings were indicated in comments made by professionals who responded to the questionnaire:

1. More counselors are needed to implement this program successfully.
2. Some administrators have expectations for counselors that do not have the same emphasis as expressed in the program document.
3. More clerical assistance could make more counselor time available to implement this program.
4. Present materials are not adequate for implementation of this program. Lack of a budget for counselors has helped create the shortage of materials.

answered by 179 APS professionals including 84 administrators, 119 counselors and 76 teachers, and actual time logs kept by all counselors. Broad comparisons showed the teacher group seemed to have perceptions which varied most widely from actual amounts of time spent, while the counselors and administrators as groups held perceptions that were closer to the time spent on most of the activities.

Counselors were responsible for a wide range of activities, and expectations of counselors seemed to vary from level to level. According to data analyzed for this evaluation, at each level may or may not be a function of the developmental stages of their client.

Counselors' time as studied for this report was a resource managed by the interaction of expectations of administrators and the allocations of time counselors made to respond to those expectations. The congruence between the perceptions of time spent, the actual percentage of time logged, and the foci of the K-12 Guidance/ Counseling Program may be one index to further steps needed for successful implementation of the program.

CHAPTER THREE

Preparation for the Implementation Phase

Chapter Three answered the following questions:

- After the brief introduction and initiation phases, what suggestions and reactions do school professionals have?
- What are important steps to maximize the possibilities for successful implementation of the new program?

Chapter Three presented results of a second questionnaire focusing on the individual's experiences during the introduction and initiation phases of the K-12 Guidance/Counseling Program. The questionnaire was sent to all school administrators, counselors, and a 10% random sample of teachers. The response reate was 68% (370 participants) including 44% at the elementary level, 29% at the middle school level, and 27% at the high school level. The data presented showed that generally the greatest amount of in-service training as well as understanding and support for the program was at the elementary school level. According to data analyzed counselors and administrators had been the most involved with program introduction and initiation, and were the most supportive. Teachers, conversely, had been least involved, had the least understanding of their role in the total guidance/counseling program, and had the greatest need for in-service training.

There was strong agreement across sub groups and levels that more counselors were needed and that parent in-service was an important step in program implementation.

CHAPTER FOUR

Counseling Process Activities

The following question was considered in Chapter Four:

. What kinds of activities have been developed and used by counselors as a response to the new program?

Chapter Four was designed to provide a sample of process activities developed and used by counselors to introduce and initiate aspects of the new program. A small sample of activities was compiled in a separate, companion document which was presented with the evaluation report.

FROM THE ANALYSIS OF DATA IN THIS REPORT

RECOMMENDATIONS

1. Evaluation data strongly suggest the need for more counselors especially at the elementary level.

2. The need for more counselors seems to be highly correlated with the amount of time necessary for successful program implementation. Prior to further evaluation of the new program, the congruency between administrative expectations of counselors and expectations of counselors defined in the program document should be examined. If there is a good match between the two sets of expectations it may be assumed that a high percentage of counselor time is available for program implementation.

3. The program model is built on the premise that the greatest impact for most students can be made by sharing program expectations with the entire school staff. More counselor visibility, in-service training, and an understanding of the program are requisites before teachers can become partners in processes described in the program.

4. Parent in-service training regarding the goals of the K-12 Guidance/Counseling Program is recommended to solicit parent involvement and enhance the chances for success during the implementation phase.

5. The focus of this evaluation has been the introduction and initiation phases of the K-12 Guidance/Counseling Program. Data collection was limited to a four month period during spring, 1982 because of the mid year introduction of the program. If program effectiveness is to be measured, further evaluation with different purposes is needed.

K-12 GUIDANCE/COUNSELING PROGRAM

DISTRICT EVALUATION REPORT

SUMMER, 1982

NOTE TO THE READER

Each of the four chapters in this report discusses a different aspect of the total evaluation and is developed on the analysis of several sets of data which are detailed thoroughly in the Appendices. Color coding is provided for easy reference as follows:

CHAPTER ONE	detailed in	APPENDIX A - Yellow
CHAPTER TWO	detailed in	APPENDIX B - Blue
CHAPTER THREE	detailed in	APPENDIX C - Green
CHAPTER FOUR	is detailed in a companion document.	

A companion document accompanies this report containing the 30 counseling process activities discussed in Chapter Four to serve as a sample source document as well as a part of the evaluation.

CHAPTER ONE

TIME AVAILABLE FOR THE K-12 GUIDANCE/COUNSELING PROGRAM

This chapter focuses on the element of time as a limited resource whose management can maximize the incorporation of the K-12 Guidance/Counseling Program in the Albuquerque Public Schools. The number of hours available for the delivery of counseling as a support service during a school year is approximately 1228.5 hours per counselor during the 182 contract days of greatest client contact. A more accurate estimation of the potential number of counseling hours may be 1183 since elementary children may not be available for services during daily recess and secondary students are not available during passing periods between classes. Because time is an important factor in the introduction and initiation phases of the program, this chapter presents information to answer the following questions:

- How do school personnel perceive the percentage of time counselors currently devote to specified counseling activities?
- Which counseling activities take the greatest percentage of counselor time according to system-wide logs of time?

PERCEPTIONS OF TIME SPENT CURRENTLY ON COUNSELING ACTIVITIES

This discussion highlights results of data collected about seven typical counseling activities. Participants were asked to estimate the percentage of time they felt counselors spent on these activities. This information has been excerpted from a questionnaire focusing on the new program document (see Chapter 2 for details) which was sent to all school administrators, all counselors and a 10% random sample of teachers. Of the 547 questionnaires

sent out, 279 professionals participated for a response rate of 51% including 84 administrators, 119 counselors, and 76 teachers.

Limitations

Possible limitations to the interpretation of the data are listed below.

1. Many activities of counselors are of a confidential nature and therefore are not always obvious to other professionals in the school setting.
2. In order to quantify and compare the amount of time spent on the various activities, a fixed percentage scale was used to force participant choices into quantifiable categories.
3. The tasks expected of elementary, middle, and high school counselors may be quite different, necessitating specified activities at some levels, but not at others.

Perceptions of Time Spent on Counseling Activities

Of all respondents 54% felt individual counseling took 20-30% of counselor time. Within that group 26% of the administrators felt the time spent was closer to 30%, while 34% of the counselors thought it was closer to 20% of the time. Group counseling was considered by 79% of all participants to take 10-20% of counseling time with larger percentages of administrators, counselors and teachers indicating the amount of time was closer to 10% of the total time.

For classroom activities a majority (58%) of all participants indicated 10% of the time spent in this area. Nine percent (9%) thought no time (0%) was devoted to classroom activities. Of the responding administrators, counselors, and teachers 53% noted that career and educational planning took 10% of counseling time. The next highest rating (22%) indicated no time (0%) was spent on career

and educational planning which may be accounted for by perceptions of some regarding the inappropriateness of these activities at the elementary level.

Consultation and conferencing ranged between 10-20% of the time for 78% of the total group. Within that group more administrators (51%) felt the amount of time was closer to 10%, while more counselors (48%) thought it was closer to 20%. High agreement (70%) among all participants was noted suggesting 10% of the time is spent on coordination, implementation and planning of the guidance/counseling program.

The activities of scheduling/registration, testing and record keeping showed the most diverse reaction among participants. Thirty-seven percent felt that these activities took 10% of the time. Another 38% indicated 10-20% of the time was taken by these activities with slightly more administrators (21%) and counselors (23%) suggesting it was closer to 20% of total time. Expectations of counselors at different levels may account for the spread of responses. Generally, there was a high level of agreement among administrators, counselors, and teachers on perceptions of individual counseling, career/educational planning, consultation and conferencing, and coordination, planning and implementation of the Guidance and Counseling Program. For the activities of group counseling, classroom activities, and scheduling/registration, etc., perceptions of administrators and counselors were more similar while perceptions of teachers varied widely. For a detailed summary on the activities above see Appendix A, Tables 1-7 (pgs. 27-30).

AN ACCOUNTING OF TIME ACCORDING TO COUNSELOR LOGS

Over the past few years counselors have kept periodic logs of actual time spent on various counseling activities. Many high school counselors have elected to use a computerized time log system for various purposes. The Area Guidance

Coordinators requested that elementary and middle school counselors keep hand tabulated logs during January, 1982. These sets of data compiled for other purposes have been analyzed and summarized as part of the evaluation to demonstrate the variety of activities in which counselors have been involved prior to the introduction of the new program, and to develop a partial comparison between the perceptions professionals hold of how counseling time is allocated and some gross measurements of actual time spent.

Limitations

The following limitations of this data should be considered in general interpretation:

1. The two sets of time logs, elementary/middle and high school, were originated for purposes other than this evaluation. Elementary and middle school counselors kept hand tabulated logs for one month while high school computerized logs are for a three month period. Therefore, for purposes of gross comparison only percentages of time spent are recorded.
2. For reasons already mentioned log categories are grossly comparable, but show some specific differences by level. Differences in categories may be a function of real differences in expectations of counselors by level.
3. Slight changes in the percentage of time spent in various categories might be noted if logs had been kept for an entire school year because some of the tasks seem to be seasonal in nature or occur more during certain time frames than others.

Results of Time Logs

The following table demonstrates percentages of time spent by counselors according to levels and general activity categories. For more detailed information and category descriptors see Appendix A, Figures 1 - 7 (pgs. 31-37).

TABLE A

PERCENTAGES OF COUNSELOR TIME SPENT

Categories	Levels: ELEMENTARY	MIDDLE	HIGH
Student Service - Individual	36.1%	31 %	34.1%
Student Service - Multiple	20.5%	5.4%	6.8%
Faculty Service	12.9%	12 %	10.2%
Parent Service	9.5%	12.2%	13.5%
Administrator Service	6.5%	12 %	15.4%
Special Education Service	6.2%	6.1%	3.2%
Miscellaneous	7.9%	20.4%	16.4%
TOTALS	100 %	100 %	100 %

Table A shows that the greatest percentage of time spent at all three levels was in combined Student Services with 56.6% at elementary, 36.4% at middle, and 40.9% at high school. The greatest differences by level occur in the Miscellaneous category, and may be accounted for because of the variance in descriptors by level and the fact that this is a "catch all" category. Percentages of time spent in the categories of Parent and Administrative Services seem to increase consistently from elementary to middle and from middle to high school which may again highlight different expectations of counselors at different school levels.

COMPARISON OF PERCEPTIONS OF TIME SPENT TO ACTUAL COUNSELOR TIME RECORDED

Only gross comparisons can be made of some of the categories used to determine how professional staff perceived uses of counselor time and actual records of time spent on counselor logs. In the case of individual counseling administrators (26%) had perceptions that matched the actual time spent according to logs, while teacher perceptions showed the most variance from actual time. A good general match for all survey participants and actual logged time was shown in the category of group counseling with most participants (52%) indicating 10% of total time spent on this activity. Logged time for group counseling ranged from 8% at elementary, to approximately 3% at middle and high school. (See Figure 2, pg. 32 for details).

Administrators' and counselors' perceptions were closer to recorded time in the categories of classroom activities and scheduling/registration, testing and record keeping, while teacher estimates were more diverse. Generally, in all remaining categories for which participants could indicate their perceptions, divergence of administrators', counselors', or teachers' view points could be attributed to varying expectations of counselors at the elementary, middle, and high school levels. Finally, teachers as a group had perceptions which were most different from actual time spent according to logs.

SUMMARY

The perceptions of school administrators, counselors, and teachers of the percentage of time counselors spent on specified counseling activities has been examined as well as the actual percentages of time demonstrated in counselor logs. Only the grossest comparisons of perceptions to actual time records can be made due at least in part to cited limitations. In broad comparisons the teacher group seems to have perceptions which vary most from actual time spent.

Counselors are responsible for a wide range of activities, and those expectations seem to vary from level to level according to category descriptors and time spent as demonstrated in time logs. Counselor expectations at each level may or may not be a function of the developmental levels of their student clients.

Counselor time is a resource managed by the interaction of expectations of administrators and the allocations of time counselors make to respond to those expectations. The congruence between the perceptions of time spent, the actual percentages of time logged, and the foci of the K-12 Guidance/Counseling Program can be one index to further steps needed for successful implementation of the program.

CHAPTER TWO

EVALUATION OF THE K-12 GUIDANCE/COUNSELING PROGRAM DOCUMENT

A large team of counseling professionals spent more than a year formulating the new K-12 Guidance/Counseling Program document. Little comment had been solicited from school personnel at the time of the release of the program document in December, 1981. The purpose of this chapter is to review the results of a questionnaire designed to gather reactions about the concepts, structure, and language of the program document. The reactions discussed in this chapter may serve as a basis for further modifications to the program document prior to the implementation phase of the program.

QUESTIONNAIRE PARTICIPANTS

In February, 1982 questionnaires were sent to all school administrators, counselors, and a 10% random sample of teachers. Of the 547 questionnaires sent out, 279 professionals participated for a response rate of 51%. Participants were asked to study a copy of the program document before answering any questions. Respondents included 43% (n=118) from the elementary school level, 28% (n=78) from the middle school level, and 29% (n=79) from the high school level and among those participants 31% (n=84) were administrators, 42% (n=116) were counselors, and 27% (n=75) were teachers. For the total group of participants 57% were female, best represented in the counselor (60%) and teacher (74%) categories, while 43% were male, best represented in the administrator (65%) category. Participants typically (54%) had eleven or more years in APS, but had been in their current positions from one to six years (55%). See Appendix B, Tables 1 - 3 for detailed participant demographic information.

ELEMENTS OF THE PROGRAM DOCUMENT

The questionnaire includes fourteen items which relate specifically to

elements of the program document. Seven of the items have multiple choice responses and the remaining seven items provide an agree/disagree answering format. All fourteen items include space for explanatory comments. A detailed analysis of each item and related comments is found in Appexdix B.

Highlights

Of all participants 67% feel the program philosophy is representative of current practice (Item 14). However, 30% of the administrators think the philosophy represents a new program direction. A plurality of comments regarding this item (39%) indicates that time constraints and the student load for counselors will limit implementation. The language of the philosophy statement (Item 15) is considered clear and understandable by 79% of all respondents.

Counseling competencies (Item 16) listed in the document are thought to be appropriate by almost three-fourths (72%) of those responding. Some counselors (27%) feel the counseling competencies either expect too much or would be appropriate with more resources. Comments on this item suggest that more counselors are needed (47%) and administrators currently have other expectations which do not emphasize these competencies (31%).

Item 17 considers consultation competencies enumerated in the document. Most participants (69%) feel the consultation competencies are appropriate. However, 12% of the counselors and teachers think it is expecting too much, while 17% of the total group think consultation competencies would be appropriate with more resources. From comments made the most often cited resource (44%) needed is more counselors.

Seventy percent of the respondents indicate the coordination competencies (Item 18) are appropriate, while 32% of the counselors think it is expecting too much or could be appropriate with more resources. Comments indicate a

need for more counselors (62%), more clerks to handle non-counseling duties (16%), and total staff commitment (9%) for successful implementation.

The following items show very high agreement among all participants:

- Item 19 - that the domains (Educational, Social, and Career/Life Planning) are good building blocks for the program model (92%),
- Item 20 - that the dimensions (Self and Others; Feelings, Emotions, Values and Attitudes; and Coping Strategies and Behaviors) are good building blocks for the program model (91%),
- Item 21 - that stated objectives relate directly to goals (95%),
- Item 22 - that student outcomes relate directly to stated objectives (93%),
- Item 23 - that student outcomes are realistic (83%),
- Item 24 - that grade level student outcomes are developmentally appropriate (89%),
- Item 25 - that goals, objectives and outcomes are stated in understandable language (95%),
- Item 26 - that student outcomes relate to student classroom performance (88%).

Item 27 shows 72% agree that the scope of the K-12 Guidance/Counseling Program is realistic. Counselors are the sub group that indicates the most disagreement(39%). The most typical comment (69%) is that more counselors are needed to make the program realistic.

A majority of participants (55%) think there are <u>not</u> adequate materials available to realize student outcomes cited in Item 28. This item received the

most comment with need for more materials (44%) and a budget for counselors to buy materials (32%) mentioned as important.

SUMMARY

Although variation is noted among the sub groups of administrators, counselors, and teachers, generally there is agreement among the participants that the concepts, structure, and language of the K-12 Guidance/Counseling Program document are adequate. The philosophy and three areas of counselor competencey are areas of the document that may need some modifications.

Comments suggest the following:

- More counselors are needed to implement this program successfully.
- Some administrators have expectations for counselors that do not have the same emphasis as expressed in the program document.
- More clerical assistance could make more counselor time available to implement this program.
- Present materials are not adequate for implementation of this program. Lack of a budget for counselors has helped create the shortage of materials.

CHAPTER THREE

PREPARATION FOR THE IMPLEMENTATION PHASE

This chapter examines data from a second questionnaire designed to show what has happened during the brief introduction and initiation phases of the K-12 Guidance/Counseling Program, and what school personnel recommend for the implementation phase. The questionnaire was sent in late April, 1982 to all school administrators, counselors, and a 10% random sample of teachers. There were 370 respondents to the 545 questionnaires sent for a response rate of 68%. The participant group represents all levels including 44% elementary, 29% middle, and 27% high which approximates the number of schools at each level in the district.

Seven questionnaire items ask individuals to rate their own experience with the new program from January to April, 1982. Responses range from strongly agree to strongly disagree to provide for an indication of strength of feeling, involvement or future need. Comments and suggestions are solicited by two open ended questions. Appendix C gives a detailed analysis of all data discussed in this chapter.

PARTICIPANT REACTIONS

Highlights of participant responses to the forced choice items are discussed in this section.

Item 3 measures whether or not this group has participated in in-service training to introduce the K-12 Guidance/Counseling Program. Elementary personnel indicate the most participation with 77% in agreement with the statement. There was 67% participation at the middle school level and 57% participation at the middle school level and 57% participation at high school level. Greatest participation is in the administrator and counselor groups.

Teachers have not been as involved in in-service with 27% (elementary), 40% (middle), and 69% (high) showing a lack of in-service training.

As might be expected counselors at all levels express the greatest understanding of their role for the implementation of the program (Item 4). The greatest understanding by level is at the elementary level (74%), then the high school level (68%), and finally middle school level (66%). The greatest lack of understanding is expressed by high school teachers (60%), followed by middle school teachers (31%) and, finally, elementary school teachers (23%).

Administrators and counselors indicate a high level of involvement in the introduction and initiation phases of the program (Item 5), but only at the elementary level did counselors show slightly more involvement than administrators. Across levels elementary showed the highest level of involvement (60%), followed by high school (49%), and middle school (45%). Teachers demonstrate least involvement with 75% at high school, 59% at middle school, and 38% at elementary school.

A high degree of support for the new program (Item 6) is noted at all levels with 83% agreement at elementary, 66% at middle, and 79% at high school level. Elementary administrators (93%) and middle school administrators (84%) show greatest support. At the high school level greatest support was in the counselor group (92%). Teachers at all levels are either generally supportive or register a mixed reaction.

Approximately one third of all sub groups at all levels register a mixed reaction regarding whether or not parents have been informed of the new program (Item 7). In this case the mixed reaction choice probably means respondents did not know whether or not parents were informed. At the elementary level more participants thought parents had been informed (35%) than did not (29%). A majority at both middle (46%) and high (42%) school levels did <u>not</u> think

parents had been informed.

Teachers at all levels showed the greatest need for more in-service training regarding the new program with 49% at elementary level, 55% at middle school level, and 49% at high school level. Middle (44%) and high school (36%) administrators also indicate a need for more in-service. For the total group of participants approximately one fourth had mixed reactions and one third did not want further in-service training.

Item 9 checks the need for more counselors before the program can be implemented successfully. Counselors show the greatest agreement with this statement at all levels with elementary 86%, middle 67%, and high 72%. Teachers at all levels showed the greatest disagreement (elementary 28%, middle 38%, and high 41%). Across sub groups there was general agreement that more counselors are needed at elementary (68%), and middle (52%) schools.

Strong agreement at all levels shows that parent in-service (Item 10) is an important step in program implementation with 72% at elementary, 70% at middle, and 73% at high school responding. At all levels slightly more than one fourth had mixed reactions to parent in-service.

COMMENTS AND SUGGESTIONS

Two open ended questions regarding 1) suggestions for successful implementation, and 2) suggestions of ways the new program could make the greatest impact on children in the district, elicited 467 comments and suggestions. Comments are analyzed and arranged by level and position in Appendix C. The following is a list of comments highlighted because they were mentioned many times.

- Need more counselors
- Need more in-service for entire staff
- Need parent training and more public information about this program
- Need a district Director of Guidance/Counseling
- Need budget allocations

- Need program responsibility to be shared by the entire staff
- Need administrative expectations to be congruent with program expectations
- Need monitoring of program implementation
- Need clerical help for counselors
- Need counselor contributions to be more visible

SUMMARY

Results of this questionnaire show generally that the greatest amount of in-service training as well as understanding and support for the K-12 Guidance/Counseling Program is at the elementary school level. This may suggest that given present conditions such as staff size, the new program for guidance and counseling is understood best at the elementary level.

Counselors and administrators have been the most involved with program introduction and initiation, and are the most supportive. Teachers, conversely, have been least involved, have the least understanding of their role in the total guidance/counseling program, and have the greatest need for in-service training.

There is strong agreement across sub groups and levels that more counselors are needed and that parent in-service is an important step in program implementation.

CHAPTER FOUR

COUNSELING PROCESS ACTIVITIES

This chapter provides samples of process activities used by counselors at the elementary, middle, and high school levels during the spring, 1982 introductory phase of the K-12 Guidance and Counseling Program. The purpose of including this set of sample activities is threefold:

1) to demonstrate some approaches motivated by the program document which counselors used to introduce elements of the new program,

2) to examine the approximate number of student contacts documented through this relatively small sample, and

3) to serve as a model of collected activities that may be shared with and expanded by counselors during the implementation phase.

The collection of counselor activities is arranged in three sections including 10 sample activities per level. Each level section is further subdividied by the domains which unify the program document: Educational, Social, and Career/Life Planning.

The approximate number of students involved in the sample of activities includes 2781 elementary school students, 3943 middle school students, and 4234 high school students for a total number of 10,958 students districtwide. Because the size of the sample of activities has been severely restricted for the purposes of the evaluation, it may be assumed that the number of student contacts indicated in the sample represents only a small fraction of the number of actual counselor contacts made during the spring semester. The sample process activities written by counselors with little or no editing, are displayed in a section that accompanies this report.

APPENDIX A

CURRENT PERCEPTIONS
OF
TIME SPENT ON COUNSELING ACTIVITIES

TABLES 1 - 7

RESULTS OF COUNSELOR LOGS

FIGURES 1 - 7

Tables and figures discussed in Chapter 1.

CURRENT PERCEPTIONS

TABLE 1
Individual Counseling

Perceived Percentage of Counselor Time Spent	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
0%	0	0	0	0	1	2	1	1
10%	15	18	18	16	20	27	53	18
20%	21	25	39	34	22	29	82	30
30%	22	26	28	24	16	21	66	24
40%	16	19	14	11	6	8	36	13
50%	10	12	17	15	10	13	37	14
Totals	84	31	116	42	75	27	274	100

TABLE 2
Group Counseling

Perceived Percentage of Counselor Time Spent	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
0%	4	4	4	3	6	8	14	5
10%	44	53	68	59	32	43	144	52
20%	19	23	31	27	24	32	74	27
30%	9	11	9	8	9	12	27	10
40%	3	3	2	1.5	1	1	6	2
50%	5	6	2	1.5	3	4	10	4
Totals	84	31	116	42	75	27	275	100

These materials discussed in Chapter 1.

TABLE 3

Classroom Activities

Perceived Percentage of Counselor Time Spent	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
0%	6	7	5	4	15	19	26	9
10%	53	63	73	63	32	43	158	58
20%	11	13	17	15	12	16	40	15
30%	5	6	12	11	9	12	26	9
40%	1	1	5	4	2	3	8	3
50%	8	10	4	3	5	7	17	6
Totals	84	31	116	42	75	27	275	100

TABLE 4

Career/Educational Planning

Perceived Percentage of Counselor Time Spent	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
0%	25	30	18	16	19	25	62	22
10%	43	51	62	53	40	53	145	53
20%	10	12	21	18	12	16	43	16
30%	5	6	10	9	2	3	17	6
40%	0	0	2	1	1	1.5	3	1
50%	1	1	3	3	1	1.5	5	2
Totals	84	31	116	42	75	27	275	100

These materials discussed in Chapter 1.

TABLE 5

Consultation/Conferencing
With Parents, Teachers, and Administrators

Perceived Percentage of Counselor Time Spent	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
0%	1	1	0	0	0	0	1	1
10%	43	51	41	35	29	39	113	41
20%	20	24	55	48	26	35	101	37
30%	13	15	13	11	10	13	36	13
40%	4	5	3	3	8	11	15	5
50%	3	4	4	3	2	2	9	3
Totals	84	31	116	42	75	27	275	100

TABLE 6

Coordination, Planning and Implementation
of the Guidance/Counseling Program

Perceived Percentage of Counselor Time Spent	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
0%	5	6	3	3	7	9	15	5
10%	54	65	92	79	46	62	192	70
20%	14	17	13	11	13	17	40	15
30%	5	6	2	2	1	1	8	3
40%	2	2	0	0	3	4	5	2
50%	2	2	6	5	5	7	13	5
Totals	84	31	116	42	75	27	275	100

These materials discussed in Chapter 1.

TABLE 7

Scheduling/Registration, Testing, Record Keeping

Perceived Percentage of Counselor Time Spent	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
0%	11	13	10	9	4	5	25	9
10%	31	37	38	33	34	45	103	37
20%	18	21	27	23	12	16	57	21
30%	14	17	23	20	9	12	46	17
40%	8	10	11	9	7	9	26	10
50%	2	2	7	6	9	12	18	6
Totals	82	30	116	42	75	28	273	100

These materials discussed in Chapter 1.

EXPLANATION OF COUNSELOR LOG MATERIAL

Table A (below) is discussed on page 14 and included here because it summarizes Figures 1 through 7 which follow. Table A demonstrates the percentage of time spent in each of the general categories which characterize total counselor time at the elementary, middle, and high school levels. On the following pages Figures 1-7 show the percentage of the time spent in each general category by level further subdivided by category descriptors. Category descriptors for the elementary and middle school levels are different from the high school descriptors because of the different methods and reasons for keeping logs already described in Chapter One, page 13 (Limitations).

TABLE A

PERCENTAGES OF COUNSELOR TIME SPENT

Categories	Levels: ELEMENTARY	MIDDLE	HIGH
Student Service - Individual	36.1%	31 %	34.1%
Student Service - Multiple	20.5%	5.4%	6.8%
Faculty Service	12.9%	12 %	10.2%
Parent Service	9.5%	12.2%	13.5%
Administrator Service	6.5%	12 %	15.4%
Special Education Service	6.2%	6.1%	3.2%
Miscellaneous	7.9%	20.4%	16.4%
TOTALS	100 %	100 %	100 %

RESULTS OF COUNSELOR LOGS

FIGURE 1
Student Service - Individual

Total counselors responding
N = 162

	Category Descriptors	# Counselors	% of time
ELEMENTARY n = 54	Personal	53	24
	Crisis	47	2
	Records	49	2
	Registration	10	.1
	Scheduling	15	10
	Total % of time		36.1
MIDDLE n = 41	Personal	41	19
	Crisis	37	3
	Records	37	4
	Registration	39	4
	Scheduling	40	1
	Total % of time		31
HIGH n = 67	Personal	65	4.4
	Crisis	54	1.8
	Informal	55	1.7
	Schedule Classes	67	6.1
	Post Hi	65	4.3
	Financial Aid	55	2.4
	Ombudsman	58	1.5
	GPA/Credits/Testing	66	3.8
	Attendance	60	2.5
	New Student Registration	65	3.5
	Computer Career Search	50	1.6
	Prospective Stu Int	39	.5
	Total % of time		34.1

These materials discussed in Chapter 1.

RESULTS OF COUNSELOR LOGS

FIGURE 2

Student Service - Multiple

Total counselors responding
N = 162

	Category Descriptors	# Counselors	% of time
ELEMENTARY n = 54	Student Group	55	8
	Classroom	52	12
	Student Council	14	.5
	Total % of time		20.5
MIDDLE n = 41	Student Group	39	3
	Classroom	29	2
	Student Council	9	.4
	Total % of time		5.4
HIGH n = 67	Classroom Presentation	58	1.6
	Small Group	35	1.0
	Attendance	34	.6
	Test Administration	54	1.4
	Financial Aid	28	.6
	Seminar	21	.6
	Other	44	1.0
	Total % of time		6.8

These materials discussed in Chapter 1.

RESULTS OF COUNSELOR LOGS

FIGURE 3

Faculty Service

Total counselors responding
N = 162

	Category Descriptors	# Counselors	% of time
ELEMENTARY n = 54	Class Observation	51	1.6
	Teacher Conference	56	6
	Staff Conference	39	1.6
	In-Service	40	2.7
	Support	29	1
	Total % of time		12.9
MIDDLE n = 41	Class Observation	16	1
	Teacher Conference	41	6
	Staff Conference	33	2
	In-Service	29	2
	Support Team	23	1
	Total % of time		12
HIGH n = 64	Student/Teacher Conference	65	4.1
	Class Observation	29	.9
	Teacher Group	20	.5
	Personal	55	1.3
	Case Conference	51	.9
	Department Meeting	32	.9
	In-Service	31	.7
	Other	44	.9
	Total % of time		10.2

These materials discussed in Chapter 1.

RESULTS OF COUNSELOR LOGS

FIGURE 4

Parent Service

Total counselors responding
N = 162

	Category Descriptors	# Counselors	% of time
ELEMENTARY n = 54	Telephone Conference	53	3
	Parent Conference	51	4
	Parenting Group	25	2
	Home Visit	27	.5
	Total % of time		9.5
MIDDLE n = 41	Telephone Conference	41	6
	Parent Conference	41	5
	Parenting Group	21	.7
	Home Visit	20	.5
	Total % of time		12.2
HIGH n = 64	Telephone Conference	67	6.2
	Teacher Conference with Parents	62	2.5
	Parent Conference	67	3.9
	Home Visit	12	.1
	Other	33	.8
	Total % of time		13.5

These materials discussed in Chapter 1.

RESULTS OF COUNSELOR LOGS

FIGURE 5
Administrator Services

Total counselors responding
N = 162

	Category Descriptors	# Counselors	% of time
ELEMENTARY n = 54	SIT Meeting	35	1
	Principal Conference	55	2.5
	Duty	39	2
	Report Writing	32	1
	Total % of time		6.5
MIDDLE n = 41	SIT Meeting	18	1
	Principal Conference	39	3
	Duty	33	6
	Report Writing	24	2
	Total % of time		12
HIGH n = 64	Staff Meeting	55	2.2
	Special Meeting	62	2.5
	Report and Recommendation Writing	58	2.7
	Transcript Evaluation	55	2.0
	Class Leveling	31	.4
	Administrator Referral of Student	57	1.6
	Duty	38	1.7
	Other	22	2.3
	Total % of time		15.4

These materials discussed in Chapter 1.

RESULTS OF COUNSELOR LOGS

FIGURE 6
Special Education Services

Total counselors responding
N = 162

	Category Descriptors	# Counselors	% of time
ELEMENTARY n = 54	Staffing Conference	40	1
	E.A. & R.	39	1
	Student Conference	42	2
	Group	35	1
	Parent Conference	29	.7
	Referral Team	6	.1
	Total % of time		6.2
MIDDLE n = 41	Staffing Conference	26	1
	E.A. & R.	26	1
	Student Conference	28	2
	Group	15	1
	Parent Conference	23	1
	Referral Team	9	.1
	Total % of time		6.1
HIGH n = 64	E.A & R.	27	.7
	Student Conference	40	.9
	Small Group	13	.2
	Teacher Conference	32	.6
	Administrative Conference	19	.6
	Total % of time		3.2

These materials discussed in Chapter 1.

RESULTS OF COUNSELOR LOGS

FIGURE 7

Miscellaneous Services

Total counselors responding
N = 162

	Category Descriptors	# Counselors	% of time
ELEMENTARY n = 54	Data Processing	7	.1
	Professional Contacts	32	2
	Clothing Bank	9	.5
	General Assembly	11	1
	Planning for In-Service	2	.1
	Advisory Meetings	1	.2
	Other	40	4
	Total % of time		7.9
MIDDLE n = 41	Data Processing	31	3
	Professional Contacts	26	2
	Testing		.2
	Counseling Meetings	2	1
	Planning	2	.2
	Overtime	1	1
	Other	28	13
	Total % of time		20.4
HIGH n = 64	Agency Meeting	57	2.0
	College Representative Meetings	48	1.3
	Community Contact	34	1.0
	Professional Meetings	52	1.5
	Department, Personal Planning	52	1.8
	Office Maintenance	41	.7
	Accounting Cards	60	2.5
	Department Meetings	57	3.7
	School Support Team	32	.8
	Other	34	1.1
	Total % of time		16.4

These materials discussed in Chapter 1.

APPENDIX B

DATA COLLECTION INSTRUMENT #1 - PROGRAM DOCUMENT

DEMOGRAPHIC INFORMATION

TABLES 1 - 3

RESPONSES AND COMMENTS

SURVEY ITEMS 14 - 28

Tables, responses, and comments discussed in Chapter 2.

ALBUQUERQUE PUBLIC SCHOOLS

ALBUQUERQUE, NEW MEXICO

725 UNIVERSITY BLVD. SE
P. O. BOX 25704
ZIP CODE 87125
TELEPHONE 883-5047

FRANCISCO D. SANCHEZ, JR., SUPERINTENDENT

JOHN MONDRAGON,
DEPUTY SUPERINTENDENT FOR
INSTRUCTIONAL SERVICES
CAROL ROBINSON, DIRECTOR
INSTRUCTIONAL RESEARCH,
TESTING AND EVALUATION

February 3, 1982

Dear Colleague,

You have been selected to supply input for the K-12 Guidance/ Counseling Program. During the 1981-82 school year basic steps have been taken to introduce and structure initial implementation of the program model. The evaluation for which these data are being collected can suggest areas for modification and refinement of the implementation process and the program model.

PROGRAM DOCUMENT

The enclosed instrument focuses on the structure and clarity of the program document. Although many hours by many professionals have been devoted to the preparation of this document, the perceptions of practitioners can be incorporated through response to this instrument.

DIRECTIONS

Please familiarize yourself with the program document. Copies should be available in your school from your principal or counselor or from your area guidance coordinator. This instrument can be completed in approximately twenty (20) minutes or less.

When you have finished, please return the instrument and the General Purpose Answer Sheet without folds, paper clips or rubber bands by Wednesday, February 10 to:

SANDRA O'NEAL
MONROE COMPLEX, IRTE

K-12 GUIDANCE/COUNSELING PROGRAM EVALUATION

DATA COLLECTION INSTRUMENT #1 - PROGRAM DOCUMENT

DIRECTIONS: RESPONSES TO THE FOLLOWING ITEMS SHOULD BE MADE BY MARKING THE CHOICE WHICH BEST DESCRIBES YOUR FEELINGS ON THE ENCLOSED GENERAL PURPOSE ANSWER SHEET IN PENCIL. BE SURE YOUR RESPONSE MATCHES THE CORRECT ITEM NUMBER.

SECTION I - RESPONDENT DESCRIPTORS

1. The level at which I work is

1	2	3	4	5
elementary	middle	high	area	central/district

2. My position is

1	2	3	4	5
school administrator	counselor	teacher	area administrator	district administrator

3. Skip this item if you are not a teacher. Teachers, please indicate general content area you teach.

1	2	3	4	5
special education	math/science	lang. arts/humanities	social studies	other

4. I am

1	2
female	male

5. I have worked for APS for

1	2	3	4	5
1-3 years	4-6 years	7-10 years	11-15 years	16 years or more

6. I have worked in my current position for

1	2	3	4	5
1-3 years	4-6 years	7-10 years	11-15 years	16 years or more

SECTION II - CURRENT PERCEPTIONS

My perceptions of the ways in which counselors currently spend their time are characterized by my estimate of the percentage of time spent in the following activities:

7. Individual counseling

1	2	3	4	5
10%	20%	30%	40%	50% (no response indicates the activity is never done)

8. Group counseling

1	2	3	4	5	
10%	20%	30%	40%	50%	(no response indicates the activity is <u>never</u> done)

9. Classroom activities

1	2	3	4	5	
10%	20%	30%	40%	50%	(no response indicates the activity is <u>never</u> done)

10. Career/educational planning

1	2	3	4	5	
10%	20%	30%	40%	50%	(no response indicates the activity is <u>never</u> done)

11. Consultation/conferencing with parents, teachers administrators, and others

1	2	3	4	5	
10%	20%	30%	40%	50%	(no response indicates the activity is <u>never</u> done)

12. Coordination, planning and implementation of the guidance/counseling program

1	2	3	4	5	
10%	20%	30%	40%	50%	(no response indicates the activity is <u>never</u> done)

13. Scheduling/registration, testing, record keeping

1	2	3	4	5	
10%	20%	30%	40%	50%	(No response indicates the activity is <u>never</u> done)

<u>SECTION III</u> - PHILOSOPHY/ROLE

14. The philosophy statement (p. 1) is

1	2	3	4	5
too broad	a new program direction	representative of current practice	too narrow	inappropriate

Please explain.

15. The language of the philosophy statement is

1	2	3	4	5
clear/understandable	difficult to understand	clear, but not specific enough	clear, but too specific/limited	inappropriate

Please explain.

47

The following items refer to role responsibilities for the counselor (pgs. 5-6).

16. The Counseling competencies listed are

1	2	3	4	5
appropriate	expecting too much	not expecting enough	inappropriate	appropriate with more program resources

Please explain here if you chose any of responses 2-5.

17. The Consultation competencies listed are

1	2	3	4	5
appropriate	expecting too much	not expecting enough	inappropriate	appropriate with more program resources

Please explain here if you chose any of responses 2-5.

18. The Coordination competencies listed are

1	2	3	4	5
appropriate	expecting too much	not expecting enough	inappropriate	appropriate with more program resources

Please explain here if you chose any of responses 2-5.

SECTION IV - MODEL - GOALS, OUTCOMES AND OBJECTIVES

19. The domains (Educational, Social, and Career/Life Planning) as building blocks for the program model are

1	2	3	4
appropriate	too many	too few	inappropriate

Please explain if you chose any responses 2-4.

20. The dimensions (Self & Others, Feelings & Emotions, Values & Attitudes, Coping Strategies & Behaviors) as building blocks for the program model are

1	2	3	4
appropriate	too many	too few	inappropriate

Please explain if you chose any responses 2-4.

The following items relate to goals, objectives and outcomes. Examine the material for the level with which you are most familiar. Example: K-5, 6-8, or 9-12.

21. Objectives relate directly to goals.

1	2
agree	disagree

If you chose response 2, please cite examples.

22. Student outcomes relate directly to the stated objectives.

1	2
agree	disagree

If you chose response 2, please cite examples.

23. Student outcomes are realistic.

1	2
agree	disagree

If you chose response 2, please cite examples.

24. Grade level student outcomes are developmentally appropriate.

1	2
agree	disagree

If you chose response 2, please cite examples.

25. Goals, objectives, and outcomes are stated in understandable language.

1	2
agree	disagree

If you chose response 2, please cite examples.

26. Student outcomes relate to student classroom performance.

1 agree 2 disagree

If you chose response 2, please cite examples.

27. The scope of the K-12 Guidance/Counseling Program is realistic.

1 agree 2 disagree

If you chose response 2, please cite examples.

28. Adequate materials are available to realize student outcomes.

1 agree 2 disagree

If you chose response 2, please cite examples.

DEMOGRAPHIC INFORMATION

TABLE 1

Level and Sex of Respondents by Role

	Level								Sex					
	Elementary		Middle		High School		Totals		Female		Male		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Administrators	35	42	27	32	22	26	84	100	29	35	53	65	82	100
Counselors	40	34	37	32	39	34	116	100	68	60	45	40	113	100
Teachers	43	57	14	19	18	24	75	100	55	74	19	26	74	100
Totals	118	43	78	28	79	29	275	100	152	57	117	43	269	100

TABLE 2

Teacher Respondents by Content Areas

Content	#	%
Special Education	3	4
Math/Science	15	22
Lang Arts/ Humanities	7	11
Social Studies	3	4
Other	41	59
TOTALS	69	100

These materials discussed in Chapter 2.

TABLE 3

Participant's Years of Experience in APS and Current Position By Role

Years in APS	Role: Administrators #	Administrators %	Counselors #	Counselors %	Teachers #	Teachers %	Totals #	Totals %
1-3	2	2	7	6	15	20	24	8
4-6	2	2	22	19	13	18	34	13
7-10	8	10	19	16	12	16	39	15
11-15	14	17	25	22	17	23	56	21
16+	56	69	42	37	17	23	115	43
TOTALS	82	100	115	100	74	100	268	100

Years in Position	#	%	#	%	#	%	#	%
1-3	32	39	18	16	25	34	75	28
4-6	16	20	42	37	14	19	72	27
7-10	16	20	23	20	19	26	58	21
11-15	11	13	21	18	9	12	41	15
16+	7	8	11	9	7	9	25	9
TOTALS	82	100	115	100	74	100	271	100

These materials discussed in Chapter 2.

14. The philosophy statement is

Response	ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
too broad	9	11	14	12	13	18	36	13
a new program direction	24	30	15	13	5	7	44	16
representative of current practice	47	58	82	71	51	71	181	67
too narrow	1	1	2	2	1	1	4	2
inappropriate	0	0	2	2	2	3	4	2
TOTALS	81	100	115	100	72	100	269	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS #	COUNSELORS #	TEACHERS #	TOTALS #	TOTALS %	
	10	4	14	39	1. Time constraints/student load will limit implementation.
6			6	17	2. Philosophy describes what is needed.
1	1	2	4	11	3. Counselors have had this philosophy with no district support.
	3	1	4	11	4. Does not cover expectations of duty, scheduling, balancing classes, etc.
2			2	4	5. Makes counselors "all things to all people".
1			1	3	6. No philosophy included previously.
1			1	3	7. Skills for self-directing/correcting not taught by counselors.
	1		1	3	8. Sharing responsibility with other staff members is a new idea.
	1		1	3	9. Philosophy could be applied to business or society.
		1	1	3	10. Doesn't mention students as citizens.
		1	1	3	11. Regular in-class work by counselors is unrealistic.
# %	# %	# %	#	%	
11 31	16 44	9 25	36	100	

54

These materials discussed in Chapter 2.

15. The language of the philosophy statement is

Response	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
clear/ understandable	65	79	94	81	54	73	213	79
difficult to understand	1	1	2	2	0	0	3	1
clear, but not specific enough	12	15	18	16	16	22	46	17
clear, but too specific/limited	4	5	1	1	1	1	6	2
inappropriate	0	0	0	0	3	4	3	1
TOTALS	82	100	115	100	74	100	271	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

Position: ADMINISTRATORS #	COUNSELORS #	TEACHERS #	TOTALS #	%
	3		3	38
	1	1	2	25
1			1	12
1			1	12
		1	1	12
# %	# %	# %	#	%
2 25	4 50	2 25	8	100

1. Language is precise and understood by staff.
2. A more condensed statement is needed for the public.
3. Doesn't include specific job responsibilities.
4. Social skills are implied, but not stated.
5. What's a developmental program?

These materials discussed in Chapter 2.

16. The Counseling competencies listed are

Response	ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
appropriate	56	68	82	72	57	76	195	72
expecting too much	4	5	11	10	7	9	22	8
not expecting enough	7	9	0	0	3	4	10	4
inappropriate	1	1	1	1	1	2	3	1
appropriate with more resources	14	17	20	17	7	9	41	15
TOTALS	82	100	114	100	75	100	271	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS #	COUNSELORS #	TEACHERS #	TOTALS #	TOTALS %
3	14		17	47
	3	8	11	31
	3		3	8
2			2	5
	1		1	3
	1		1	3
	1		1	3
5	23	8	36	100
14	64	22		

1. Need more counselors to accomplish all these.
2. Administrators have other expectations for counselors.
3. Unrealistic to expect all counselors to have all competencies.
4. Counselors don't have current training.
5. Many teachers are negative about new methods of dealing with children.
6. People may not voluntarily seek help in school setting.
7. Some schools don't have group counseling facilities.

These materials discussed in Chapter 2.

17. The Consultation competencies listed are

Response	ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
appropriate	60	73	75	66	52	70	187	69
expecting too much	4	5	13	12	9	12	26	10
not expecting enough	4	5	0	0	3	4	7	3
inappropriate	1	5	0	0	2	3	3	1
appropriate with more resources	13	16	25	22	8	11	46	17
TOTALS	82	100	113	100	74	100	269	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS #	COUNSELORS #	TEACHERS #	TOTALS #	TOTALS %	
	13	7	20	44	1. Need more counselors.
4	1	2	7	16	2. With current administrative expectations, you can't expect this.
	4		4	9	3. You can't be "all things to all people".
	3	1	4	9	4. Need more time and training.
	4		4	9	5. District Director of Counseling is needed.
3			3	7	6. Much counselor time spent with special ed.
1			1	2	7. Perceptions of teachers, students, and parents about counselors need to improve.
1			1	2	8. Counselors should provide assistance to teachers in the affective domain.
		1	1	2	9. Need more individual counseling.
# %	# %	# %	#	%	
9 20	25 56	11 24	45	100	

57

These materials discussed in Chapter 2.

18. The Coordination competencies listed are

Response	Position: ADMINISTRATORS #	%	COUNSELORS #	%	TEACHERS #	%	TOTALS #	%
appropriate	60	73	76	67	52	70	188	70
expecting too much	9	11	14	12	9	12	32	12
not expecting enough	4	5	0	0	3	4	7	3
inappropriate	1	1	1	1	2	3	4	1
appropriate with more resources	8	10	23	20	8	11	39	14
TOTALS	82	100	114	100	74	100	270	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS #	COUNSELORS #	TEACHERS #	TOTALS #	%
3	16	9	28	62
1	4	2	7	16
	2	2	4	9
2			2	4
	2		2	4
	1		1	2
		1	1	2
# %	# %	# %	#	%
6 13	25 56	14 31	45	100

1. Need more counselors.
2. Clerks should handle non-counseling duties.
3. Program requires total staff commitment.
4. Program depends on the skill and creativity of the individual counselor.
5. Counselors can't insure students will benefit from services.
6. High school teachers complain this program takes too much of their time.
7. Program subordinated to student needs.

These materials discussed in Chapter 2.

19. The domains (Educational, Social, and Career/Life Planning as building blocks for the program model are

Response	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
appropriate	77	94	106	93	67	91	250	92
too many	4	5	7	6	3	4	15	6
too few	1	1	0	0	3	4	4	1.5
inappropriate	0	0	1	1	1	1	2	.5
TOTALS	82	100	114	100	74	100	271	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

Position: ADMINISTRATORS #	COUNSELORS #	TEACHERS #	TOTALS #	TOTALS %
	4		4	40
	3	1	4	40
	1		1	10
		1	1	10
# %	# %	# %	#	%
0 0	8 80	2 20	10	100

1. Need more counselors to cover these.
2. Too idealistic and broad to accomplish.
3. Career/Life Planning not needed in elementary school.
4. Need more emphasis on minority careers.

59

These materials discussed in Chapter 2.

20. The dimensions (Self & Others, Feelings & Emotions, Values & Attitudes, Coping Strategies & Behaviors) as building blocks for the program model are

Response	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
appropriate	74	90	105	92	66	89	245	91
too many	7	9	7	6	2	3	16	6
too few	1	1	1	1	2	3	4	1.4
inappropriate	0	0	1	1	4	5	5	1.6
TOTALS	82	100	114	100	74	100	270	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

Position: ADMINISTRATORS #	COUNSELORS #	TEACHERS #	TOTALS #	TOTALS %
3	3		6	50
1	1	2	4	33
	2		2	17
#	#	#	#	%
4 33	6 50	2 17	12	100

1. Need more counselors.
2. Choose what is possible and do it well.
3. Too much overlap.

These materials discussed in Chapter 2.

60

21. Objectives relate directly to goals.

Response	Position: ADMINISTRATORS #	%	COUNSELORS #	%	TEACHERS #	%	TOTALS #	%
agree	79	96	107	94	70	95	256	95
disagree	3	4	7	6	4	5	14	5
TOTALS	82	100	114	100	74	100	270	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS #	COUNSELORS #	TEACHERS #	TOTALS #	%
	3		3	50
1			1	17
	1		1	17
		1	1	17
# %	# %	# %	#	%
1 17	4 66	1 17	6	100

1. Many outcomes/objectives don't match goals.
2. Need more counselors.
3. Too many goals to expect results.
4. How will student accomplishment be measured?

These materials discussed in Chapter 2.

61

22. Student outcomes relate directly to the stated objectives.

Position

	ADMINISTRATORS		COUNSELORS		TEACHERS		TOTALS	
	#	%	#	%	#	%	#	%
agree	80	98	102	89	67	92	249	93
disagree	2	2	12	11	6	8	20	7
TOTALS	82	100	114	100	73	100	269	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

Position

ADMINISTRATORS		COUNSELORS		TEACHERS		TOTALS	
#		#		#		#	%
		2				2	50
				1		1	25
				1		1	25
#	%	#	%	#	%	#	%
0	0	2	50	2	50	4	100

1. Some activities don't relate to outcomes.
2. More like a social studies curriculum than counseling.
3. Too idealistic.

These materials discussed in Chapter 2.

62

23. Student outcomes are realistic.

Position

Response	ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
agree	76	93	88	77	59	81	223	83
disagree	6	7	26	23	14	19	46	17
TOTALS	82	100	114	100	73	100	269	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

Position

ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
3	18	5	47	5	35	13	76
		1				1	6
		1				1	6
		1				1	6
				1		1	6
#	%	#	%	#	%	#	%
3	18	8	47	6	35	17	100

1. The whole plan is unrealistic for each student.
2. Teacher attitudes can block outcomes.
3. Some outcomes would happen without counselors.
4. Too many outcomes per grade level.
5. Often young children can't describe what they've learned.

63

These materials discussed in Chapter 2.

24. Grade level student outcomes are developmentally appropriate.

Position

Response	ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
agree	75	91	97	86	65	90	237	89
disagree	7	9	16	14	7	10	30	11
TOTALS	82	100	113	100	72	100	267	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

Position

ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
		6		2		8	62
4						4	31
		1				1	7
4	31	7	54	2	15	13	100

1. Children don't develop at the same rate.
2. Elementary outcomes won't be met since there are so few counselors. Therefore, middle and high school outcomes won't be appropriate.
3. Some outcomes may be accomplished earlier than stated.

These materials discussed in Chapter 2.

25. Goals, objectives, and outcomes are stated in understandable language.

Position

Response	ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
agree	81	99	107	93	70	95	258	95
disagree	1	1	8	7	4	5	13	5
TOTALS	82	100	115	100	74	100	271	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

Position

ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
1	25	2	50	1	25	4	100

1. Understandable, but not possible with present number of counselors.
2. Emotional growth does not occur according to grade level.
3. Methods are unclear.

These materials discussed in Chapter 2.

65

26. Student outcomes relate to student classroom performance.

Response	Position: ADMINISTRATORS #	%	COUNSELORS #	%	TEACHERS #	%	TOTALS #	%
agree	71	91	91	88	58	84	220	88
disagree	7	9	13	12	11	16	31	12
TOTALS	78	100	104	100	69	100	251	100

No Comments

These materials discussed in Chapter 2.

66

27. The scope of the K-12 Guidance/Counseling Program is realistic.

Response	Position: ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
agree	66	84	65	61	53	78	184	72
disagreement	13	16	42	39	15	22	70	28
TOTALS	79	100	107	100	68	100	254	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

Position: ADMINISTRATORS #	COUNSELORS #	TEACHERS #	TOTALS #	TOTALS %	
5	20	8	33	69	1. Need more counselors to make it realistic.
1	5		6	13	2. Could be realistic if administration and staff support program.
	3		3	6	3. Not realistic for all schools.
	2		2	4	4. Need ideas on how to implement.
1			1	2	5. Counselors should do some clerical work.
	1		1	2	6. Wait and see.
		1	1	2	7. More realistic for elementary than secondary.
		1	1	2	8. Teachers/counselors shouldn't make promises about outcomes.
# %	# %	# %	#	%	
7 14	31 65	10 21	48	100	

These materials discussed in Chapter 2.

67

28. Adequate materials are available to realize student outcomes.

Position

Response	ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
agree	40	52	33	31	39	60	112	45
disagree	37	48	73	69	26	40	136	55
TOTALS	77	100	106	100	65	100	248	100

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

Position

ADMINISTRATORS #	ADMINISTRATORS %	COUNSELORS #	COUNSELORS %	TEACHERS #	TEACHERS %	TOTALS #	TOTALS %
12		23		2		37	44
3		19		5		27	32
1		3		3		7	8
				5		5	6
		4				4	5
1						1	1
1						1	1
1						1	1
		1				1	1
		1				1	1
19	22	51	60	15	18	85	100

1. Need adequate books/materials.
2. Need budget, as $300 per counselor.
3. Need more highly skilled counselors.
4. Don't have enough time to use materials.
5. Need in-service for staff.
6. Too many expectations for counselors.
7. No intervention resources.
8. Counselor in-service should be mandatory.
9. We will write our own materials.
10. What about methods, techniques, ideas for implementation?

These materials discussed in Chapter 2.

APPENDIX C

DATA COLLECTION INSTRUMENT #2

FROM MY EXPERIENCE

ITEMS 3 - 10

ELEMENTARY COMMENTS

MIDDLE COMMENTS

HIGH COMMENTS

Items and comments discussed in Chapter 3.

ALBUQUERQUE PUBLIC SCHOOLS

ALBUQUERQUE, NEW MEXICO

725 UNIVERSITY BLVD. SE
P. O. BOX 25704
ZIP CODE 87125
TELEPHONE 883-5047

FRANCISCO D. SANCHEZ, JR., SUPERINTENDENT

JOHN MONDRAGON,
DEPUTY SUPERINTENDENT FOR
INSTRUCTIONAL SERVICES
CAROL ROBINSON, DIRECTOR
INSTRUCTIONAL RESEARCH,
TESTING AND EVALUATION

April 12, 1982

Dear Colleague,

Attached you'll find the last data collection instrument for the K-12 Guidance and Counseling Program Evaluation and a general purpose answer sheet. This instrument can be completed in approximately fifteen (15) minutes or less.

Directions

Please respond to items on the front of the page by blackening the circles next to the appropriate item number on the general purpose answer sheet. On the back of the page are items which present an opportunity for a written response.

I appreciate your help in the evaluation process. The results from this questionnaire will be used in the final evaluation report which will be shared with the Superintendent and the Board of Education. Much data has been received including good comments and excellent suggestions.

Sincerely,

Sandra O'Neal

Sandra O'Neal
Program Evaluator

Please return this material
by April 30 to:

SANDRA O'NEAL, IRTE

MONROE COMPLEX

PLEASE return all materials flat with no rubber bands or paper clips.

K-12 GUIDANCE/COUNSELING PROGRAM EVALUATION

Data Collection Instrument #2

Since approximately December 1981 the APS K-12 Guidance/Counseling Program has been in the introduction and initiation phases. The program document clearly delineates roles and responsibilities for personnel at the district, area, and school levels for the implementation of the program.

Your responses to the following items are being sought to be included in planning for the first full year of program implementation during the 1982-83 school term.

DIRECTIONS for Sections I and II: Responses to the following items should be made by marking the choice which best describes your feelings on the enclosed General Purpose Answer Sheet in pencil. Be sure your response matches the correct item number.

Section I - Respondent Descriptors

1. The level at which I work is

1	2	3	4
elementary	middle	high	area

2. My position is

1	2	3
school administrator	counselor	teacher

Section II - From My Experience

	Strongly agree	Agree	Mixed reaction	Disagree	Strongly disagree
3. I have participated in in-service training for the K-12 Guidance/Counseling Program during the 81-82 school year.	1	2	3	4	5
4. I understand my role in implementing the K-12 Guidance/Counseling Program.	1	2	3	4	5
5. I have been actively involved in the introduction and initiation phases of the new program.	1	2	3	4	5
6. I am supportive of the K-12 Guidance/ Counseling Program.	1	2	3	4	5
7. Most parents in the school community have been informed of the K-12 Guidance/ Counseling Program.	1	2	3	4	5
8. I need more in-service training regarding the K-12 Guidance/Counseling Program.	1	2	3	4	5
9. We need more counselors before this program can be successfully implemented.	1	2	3	4	5
10. Parent in-service is an important step in program implementation.	1	2	3	4	5

Please continue on the back

Section III - Your Comments

Please make your comments on this sheet.

11. List suggestions for the successful implementation of the K-12 Guidance/Counseling Program.

12. What could be done so that the K-12 Guidance/Counseling Program makes the greatest impact on children in the district?

72

FROM MY EXPERIENCE

3. I have participated in in-service training for the K-12 Guidance/Counseling Program during the 81-82 school year.

Response

LEVEL	Position	Strongly Agree #	Strongly Agree %	Agree #	Agree %	Mixed Reaction #	Mixed Reaction %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	TOTALS #	TOTALS %
Elementary 44%	Administrators	17	38	21	47	4	9	2	4	1	2	45	28
	Counselors	19	46	18	44	3	7	0	0	1	2	41	25
	Teachers	17	22	32	42	7	9	8	10	13	17	77	47
	TOTAL	53	33	71	44	14	8	10	6	15	9	163	100
Middle 29%	Administrators	11	35	11	35	3	10	4	13	2	7	31	29
	Counselors	10	28	18	50	5	14	1	3	2	5	36	34
	Teachers	8	21	12	31	3	8	6	15	10	25	39	37
	TOTAL	30	28	41	39	11	10	11	10	14	13	106	100
High 27%	Administrators	10	40	6	24	4	16	2	8	1	4	23	23
	Counselors	15	31	18	37	7	14	6	12	3	6	49	50
	Teachers	4	15	2	8	2	8	6	23	12	46	26	27
	TOTAL	29	30	26	27	13	13	14	14	16	16	98	100

N = 367

These materials discussed in Chapter 3.

FROM MY EXPERIENCE

4. I understand my role in implementing the K-12 Guidance/Counseling Program.

Response

LEVEL	Position	Strongly Agree #	Strongly Agree %	Agree #	Agree %	Mixed Reaction #	Mixed Reaction %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	TOTALS #	TOTALS %
Elementary 44%	Administrators	17	38	24	54	2	4	2	4	0	0	45	27
	Counselors	26	64	14	34	1	2	0	0	0	0	41	25
	Teachers	13	17	28	36	19	24	6	8	12	15	78	48
	TOTAL	56	34	66	40	22	13	8	6	12	7	164	100
Middle 29%	Administrators	9	28	18	56	2	10	1	3	1	3	33	31
	Counselors	10	28	16	44	10	28	0	0	0	0	36	33
	Teachers	3	8	16	41	8	35	3	8	9	23	39	36
	TOTAL	22	20	50	46	20	19	4	6	10	9	108	100
High 27%	Administrators	7	28	10	40	3	12	3	12	1	4	24	24.5
	Counselors	11	23	32	65	6	12	0	0	0	0	49	51
	Teachers	2	8	4	16	3	12	7	28	8	32	24	24.5
	TOTAL	20	21	46	47	12	12	10	10	9	10	97	100

N = 369

74

These materials discussed in Chapter 3.

FROM MY EXPERIENCE

5. I have been actively involved in the introduction and initiation phases of the new program.

Response

LEVEL	Position	Strongly Agree #	Strongly Agree %	Agree #	Agree %	Mixed Reaction #	Mixed Reaction %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	TOTALS
Elementary 44%	Administrators	18	40	16	36	6	13	4	9	1	2	45 28
	Counselors	23	56	14	34	3	8	0	0	1	2	41 25
	Teachers	9	12	18	23	21	27	13	17	16	21	77 47
	TOTAL	50	31	48	29	30	18	17	11	18	11	163 100
Middle 29%	Administrators	6	19	13	41	9	28	3	9	1	3	32 30
	Counselors	7	19	14	39	10	28	3	8	2	6	36 34
	Teachers	1	2	7	18	8	21	7	18	16	41	39 36
	TOTAL	14	13	34	32	27	25	13	12	19	18	107 100
High 27%	Administrators	6	24	9	36	2	8	5	20	3	12	25 25
	Counselors	8	16	21	43	11	23	7	14	2	4	49 50
	Teachers	2	8	2	8	2	8	6	25	12	50	24 25
	TOTAL	16	16	32	33	15	16	18	18	17	17	98 100

N = 368

These materials discussed in Chapter 3.

FROM MY EXPERIENCE

6. I am supportive of the K-12 Guidance/Counseling Program.

Response

LEVEL	Position	Strongly Agree #	Strongly Agree %	Agree #	Agree %	Mixed Reaction #	Mixed Reaction %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	TOTALS
Elementary 44%	Administrators	33	73	9	20	3	7	0	0	0	0	45 27
	Counselors	27	65	6	15	8	20	0	0	0	0	41 25
	Teachers	36	46	25	32	11	14	2	3	4	5	78 48
	TOTAL	96	59	40	24	22	13	2	1	4	3	164 100
Middle 29%	Administrators	16	50	11	34	4	13	1	3	0	0	32 30
	Counselors	12	34	9	26	12	34	1	3	1	3	35 33
	Teachers	10	25	12	30	13	33	1	2	4	10	40 37
	TOTAL	38	36	32	30	29	27	3	2	5	5	107 100
High 27%	Administrators	9	36	10	40	2	8	3	12	1	4	25 26
	Counselors	23	47	22	45	4	8	0	0	0	0	49 51
	Teachers	6	27	5	23	6	27	1	5	4	18	22 23
	TOTAL	38	40	37	39	14	15	4	1	5	5	96 100

N = 367

76

These materials discussed in Chapter 3.

FROM MY EXPERIENCE

7. Most parents in the school community have been informed of the K-12 Guidance/ Counseling Program.

Response

LEVEL	Position	Strongly Agree #	Strongly Agree %	Agree #	Agree %	Mixed Reaction #	Mixed Reaction %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	TOTALS
Elementary 44%	Administrators	2	5	17	39	16	36	7	15	2	5	44
	Counselors	3	8	11	28	15	38	8	21	2	5	39
	Teachers	5	7	18	24	26	35	13	17	13	17	75
	TOTAL	10	6	46	29	57	36	28	18	17	11	158
Middle 29%	Administrators	2	6	6	19	9	28	13	41	2	6	32
	Counselors	1	2	5	14	11	31	15	42	4	11	36
	Teachers	1	3	6	15	17	44	6	15	9	23	39
	TOTAL	4	3	17	16	37	35	34	32	15	14	107
High 27%	Administrators	1	4	6	24	8	32	6	24	4	16	25
	Counselors	6	12	11	23	13	27	13	27	6	12	49
	Teachers	1	5	2	10	6	30	4	20	7	35	20
	TOTAL	8	9	19	20	27	29	23	24	17	18	94

N = 359

These materials discussed in Chapter 3.

77

FROM MY EXPERIENCE

8. I need more in-service training regarding the K-12 Guidance/Counseling Program.

LEVEL	Position	Response: Strongly Agree #	Strongly Agree %	Agree #	Agree %	Mixed Reaction #	Mixed Reaction %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	TOTALS
Elementary 44%	Administrators	1	2	7	16	15	33	19	42	3	7	45
	Counselors	3	7	12	29	9	22	11	27	6	15	41
	Teachers	16	21	22	28	19	24	15	19	6	9	78
	TOTAL	20	12	41	25	43	26	45	27	15	10	164
Middle 29%	Administrators	5	16	9	28	7	22	8	25	3	9	32
	Counselors	5	14	8	22	9	25	11	31	3	8	36
	Teachers	8	20	14	35	8	20	7	18	3	7	40
	TOTAL	18	17	31	29	24	22	26	24	9	8	108
High 27%	Administrators	5	20	4	16	5	20	7	28	4	16	25
	Counselors	2	4	15	31	13	27	11	23	8	16	49
	Teachers	5	20	7	29	3	13	3	13	6	25	24
	TOTAL	12	13	26	27	21	21	21	21	18	18	98

	100
	100
	100
	100
	100
	100
	100
	100
	100

N = 370

These materials discussed in Chapter 3.

FROM MY EXPERIENCE

9. We need more counselors before this program can be successfully implemented.

LEVEL	Position	Response: Strongly Agree #	Strongly Agree %	Agree #	Agree %	Mixed Reaction #	Mixed Reaction %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	TOTALS
Elementary 44%	Administrators	21	47	10	22	6	13	7	16	1	2	45 (27)
	Counselors	27	66	8	20	3	7	3	7	0	0	41 (25)
	Teachers	21	27	25	32	10	13	16	21	6	7	78 (48)
	TOTAL	69	42	43	26	19	12	26	16	7	4	164 (100)
Middle 29%	Administrators	15	47	3	8	6	19	4	13	4	13	32 (30)
	Counselors	15	42	9	25	7	19	4	11	1	3	36 (33)
	Teachers	6	14.5	9	23	10	25	9	23	6	14.5	40 (37)
	TOTAL	36	33	21	19	23	21	17	16	11	11	108 (100)
High 27%	Administrators	4	16	9	36	4	16	7	28	1	4	25 (26)
	Counselors	24	49	11	23	10	20	3	6	1	2	49 (51)
	Teachers	3	14	2	9	8	36	3	14	6	27	22 (24)
	TOTAL	31	32	22	23	22	23	13	14	8	8	96 (100)

N = 368

These materials discussed in Chapter 3.

FROM MY EXPERIENCE

10. Parent in-service is an important step in program implementation.

LEVEL	Position	Strongly Agree #	Strongly Agree %	Agree #	Agree %	Mixed Reaction #	Mixed Reaction %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	TOTALS
		Response										
Elementary 44%	Administrators	6	14	28	67	8	19	0	0	0	0	42
	Counselors	11	28	13	33	15	38	1	1	0	0	40
	Teachers	29	37	28	36	20	26	1	1	0	0	78
	TOTAL	46	29	69	43	43	27	2	1	0	0	160
Middle 29%	Administrators	8	25	14	44	7	22	3	9	0	0	32
	Counselors	5	14	13	36	14	39	3	8	1	3	36
	Teachers	10	25	18	45	8	20	3	8	1	2	40
	TOTAL	23	21	45	42	29	27	9	8	2	2	108
High 27%	Administrators	7	29	7	29	8	34	1	4	1	4	24
	Counselors	10	20	18	37	16	33	5	10	0	0	49
	Teachers	7	32	9	41	3	14	1	4	2	9	22
	TOTAL	24	25	34	36	27	28	7	7	3	4	95

N = 363

80

These materials discussed in Chapter 3.

ELEMENTARY SCHOOL COMMENTS

List suggestions for the successful implementation of the K-12 Guidance/Counseling Program.

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS		COUNSELORS		TEACHERS		TOTALS	
#		#		#		#	%
12		16		13		41	33
8		6		4		18	15
4		3		5		17	14
2		6				8	7
4		3				7	6
				7		7	6
4						4	3
2						2	2
2						2	2
2				1		3	2
1				1		2	2
1		1				2	2
		2				2	2
1						1	.5
1						1	.5
1						1	.5
1						1	.5
1						1	.5
		1				1	.5
				1		1	.5
				1		1	.5
#	%	#	%	#	%	#	%
47	38	43	35	33	27	123	100

1. Improve counselor staffing.
2. More in-service for staff perhaps with stipends.
3. Provide parent training and public information about program.
4. Budget allocations.
5. More in-service for counselors.
6. Never heard of this program.
7. Limit number of goals so some could be done well.
8. Counselor contributions should be more visible.
9. Involve SIT.
10. Character, training, and personality of counselor is the key.
11. Counselors should support and assist teachers.
12. Each teacher needs a copy of program.
13. Need a district Director of Guidance/Counseling.
14. Counselors should submit personal goals to principal.
15. Continued support from area and district.
16. Write objectives that are measurable.
17. Implement one section at a time; not entire package.
18. Define counselor role more specifically.
19. System must make a committment to adult mental health to improve adult modeling for children.
20. Reduce class size to 15; then we won't need counselors.
21. Guidance/Counseling should have higher priority than master teacher program.

These materials discussed in Chapter 3.

81

ELEMENTARY SCHOOL COMMENTS

What could be done so that the K-12 Guidance/Counseling Program makes the greatest impact on children in the district?

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS		COUNSELORS		TEACHERS		TOTALS		
#		#		#		#	%	
11		11		13		35	33	1. Improve counselor staffing.
5		6		8		19	18	2. Program responsibility must be shared by everyone.
4		2		9		15	14	3. Parent training.
2		3		2		7	7	4. Counselors should work with children; not paper.
1		2		2		5	5	5. Student and parent group counseling is a must.
2		2		1		5	5	6. Guidance Coordinators should do more in-service.
2		2				4	4	7. Budget allocation.
1		3				4	4	8. Monitor to be sure program is implemented.
				4		4	4	9. Never heard of this program.
1		1				2	2	10. Pay differentials for counselors who work overtime
1		1				2	2	11. This goal must be on-going for years to provide sufficient time.
1						1	.5	12. Realize school's limitations; use referral agencies.
1						1	.5	13. Counselors should be placed at the level where they are most skilled.
		1				1	.5	14. Emphasize developmental counseling.
				1		1	.5	15. Don't take children from instructional time for counseling.
				1		1	.5	16. Make program known to public.
#	%	#	%	#	%	#	%	
32	30	34	32	41	38	107	100	

These materials discussed in Chapter 3.

82

MIDDLE SCHOOL COMMENTS

List suggestions for the successful implementation of the K-12 Guidance/Counseling Program.

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS		COUNSELORS		TEACHERS		TOTALS		
#		#		#		#	%	
5		9		2		16	21	1. Improve counselor staffing.
				13		13	17	2. Have not participated; never heard of it.
4		6		2		12	16	3. Total staff in-service early in year.
		7		1		8	11	4. Budget allocation.
2				4		6	8	5. Parent training and involvement.
1		3		1		5	6	6. All staff must be committed to program.
1		3				4	5	7. Homeroom is needed to provide counselor in classroom work.
		2		1		3	4	8. Goal should be continued.
1						1	1	9. Counselors should be on an 8 hour day.
1						1	1	10. Implementation should be in segments; not whole package at once.
1						1	1	11. Identify what teachers/counselors already do that's part of program.
1						1	1	12. All administrators must have required in-service.
1						1	1	13. Counselors should lead implementation.
		1				1	1	14. Administrators think if you wait long enough this will go away.
				1		1	1	15. We're tired of Glasser.
				1		1	1	16. Drop guidance; have discipline.
				1		1	1	17. Have a mandatory U.N.M. course.
#	%	#	%	#	%	#	%	
18	23	31	41	27	36	76	100	

These materials discussed in Chapter 3.

MIDDLE SCHOOL COMMENTS

What could be done so that the K-12 Guidance/Counseling Program makes the greatest impact on children in the district?

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS		COUNSELORS		TEACHERS		TOTALS		
#		#		#		#	%	
		6		3		9	16	1. Improve counselor staffing.
1		6				7	13	2. Need a district Director of Guidance/Counseling.
2		3		1		6	11	3. Parent training and involvement.
1		2		3		6	11	4. Inform teachers of the program.
		5				5	9	5. Program demands are enough without extra administrative demands.
				4		4	7	6. Total staff must be committed to program.
3		1				4	7	7. Monitor program implementation.
3						3	5	8. Need group counseling.
		3				3	5	9. "Affective seminars" could be part of classroom activities.
		2				2	4	10. Need more public relations efforts.
1						1	2	11. Replace counselors who don't carry out program.
1						1	2	12. Develop cooperative counselor supervision with principals and Guidance Coordinator.
1						1	2	13. Rotate counselors to new locations every 5 years.
1						1	2	14. Counselors should be more visible.
				1		1	2	15. Pay counselors more so they will work before and after school.
				1		1	2	16. Teachers don't have enough time to teach much less counsel.
#	%	#	%	#	%	#	%	
14	25	28	51	13	24	55	100	

These materials discussed in Chapter 3.

84

HIGH SCHOOL COMMENTS

List suggestions for the successful implementation of the K-12 Guidance/Counseling Program.

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS		COUNSELORS		TEACHERS		TOTALS		
#		#		#		#	%	
1		13		2		16	25	1. Administrators, counselors, teachers, parents need in-service.
1		9				10	16	2. Full staff committment is a must.
1		7		1		9	14	3. Need additional clerks to do paper work.
2				6		8	13	4. Not familiar with this program.
		5				5	8	5. Need a district Director of Guidance/Counseling.
		4				4	6	6. Budget allocation.
2		1				3	5	7. More public relations with community.
1						1	1.6	8. Counselor contribution should be more visible.
1						1	1.6	9. We need help to replace the necessary things counselors did before emancipation.
1						1	1.6	10. Not aware of any in-service so far.
1						1	1.6	11. Coordinate this program with feeders.
		1				1	1.6	12. Need a career center at each high school.
				1		1	1.6	13. Don't need elementary counseling.
				1		1	1.6	14. More counselor awareness of curriculum.
				1		1	1.6	15. Counselors should support teachers, not vice versa
#	%	#	%	#	%	#	%	
11	18	40	63	12	19	63	100	

These materials discussed in Chapter 3.

HIGH SCHOOL COMMENTS

What could be done so that the K-12 Guidance/Counseling Program makes the greatest impact on children in the district?

Analysis of Comments: The following statements indicate the tone and content of comments made in response to this item. Frequency of comments is shown by the scale to the left.

ADMINISTRATORS		COUNSELORS		TEACHERS		TOTALS		
#		#		#		#	%	
2		9		2		13	30	1. Improve counselor staffing.
5		1				6	14	2. Administrators, counselors, teachers, parents need in-service.
2		4				6	14	3. More clerical help to free counselors to counsel.
2		2		1		5	12	4. Counselors need committment to job.
1		1				2	5	5. Monitor program implementation.
		2				2	5	6. Teachers resent students leaving class for counseling.
1						1	2	7. More work with non-college bound students.
1						1	2	8. Counselors should work with all attendance problems and be transferred if it doesn't improve.
1						1	2	9. More personal contact with students.
1						1	2	10. Staggered work schedule so counselors can work with parents in the evening.
1						1	2	11. Counselors should be responsible for program.
1						1	2	12. Counseling department self evaluation.
1						1	2	13. This goal should be continued.
				1		1	2	14. Do career guidance instead of working with behavior problems.
				1		1	2	15. More parent involvement.
#	%	#	%	#	%	#	%	
19	44	19	44	3	12	43	100	

86

These materials discussed in Chapter 3.

APPENDIX D

PLAN TO EVALUATE

EVALUATION DESIGN

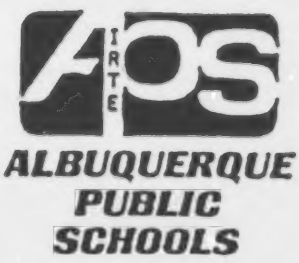
DISTRICT GUIDANCE AND COUNSELING PROGRAM

PLAN FOR EVALUATION

SEPTEMBER, 1981

Prepared by:

Sandra O'Neal
District Program Evaluator



INSTRUCTIONAL RESEARCH, TESTING, & EVALUATION

INTRODUCTION

The District Guidance and Counseling Program will be field-tested in all schools during the 1981-82 school year. The program direction document was developed by a district-wide committee coordinated by the Director of Pupil Personnel Services, Tom Lockwood, and the Area Coordinators of Guidance and Counseling Evelyn Curb (East), Skip Holmgren (North), and Fran Tuthill (South). The field test document was drafted during the 1980-81 school year emphasizing a K-12 skill building approach to major goals and objectives.

Implementation of the field test program and materials will include the dissemination of information about the field test program to all school staff members, in-service training of counselors, and application of the new program techniques in existing counseling programs. Four major goals are the foundation of the program as it has been articulated at every level, K-12.

PURPOSE

The purpose of the 1981-82 field test of the K-12 Guidance and Counseling Program is to implement the new structure, gather data from all audiences upon which the program should have a direct impact, evaluate the program as planned, and modify and augment the program to its final form. The K-12 Guidance and Counseling Program is intended to be dynamic through the inclusion of solicited feedback from schools to maintain a viable document and program.

PROCESS

The plan to evaluate the field-tested program includes several necessary steps leading to the formalized evaluation design. The process is outlined as follows:

- The evaluator will consult with the Guidance and Counseling Program Committee to formulate the questions to be answered in the evaluation.
- The evaluator will determine methods and instrumentation for the collection of data.
- The evaluator will present the evaluation design to the program committee.

- The data gathering process will be implemented in the schools.
- The collected data will be analyzed by the evaluator.
- A final evaluation report including recommendations from schools will be prepared by the evaluator and presented to the committee.

The evaluation of the field-tested program will serve as a basis for decision making to finalize the Guidance and Counseling Program document. Evaluation of the finalized program as implemented in all schools in 1982-83 should be guided by the measurement of program effectiveness.

K - 12 GUIDANCE/COUNSELING PROGRAM

1981 - 1982

Evaluation Design

PREPARED BY:

Sandra O'Neal

October, 1981

Instructional Research,
Testing, and Evaluation

IRTE
ALBUQUERQUE
PUBLIC
SCHOOLS

INTRODUCTION

The APS Guidance and Counseling Program has been in the planning stages for a year. During the 1981-82 school year the program document will be disseminated, and in-service training provided as initial steps to program implementation. With the leadership of the principal, counselors will work in concert with school staffs to incorporate the goals of the program into the operational functions of all staff members.

The program focuses on awareness at the elementary level, accomodations at the middle school level, and action at the high school level roughly approximating the various physical, mental, and emotional stages of development experienced by students at the corresponding school periods. At every level the development of appropriate life skills is paramount. Planned personal growth experiences highlighting self confidence, responsibility, and an understanding of self and others, are designed to prevent unnecessary life crisis.

PROGRAM DOCUMENT

The program model addresses three conceptual areas: The Educational Domain, the Social Domain, and the Life Planning/Career Domain. Goals, objectives and outcomes of the program are referenced to each domain and the grade level of the student, thereby providing a consistent structure for the school's assistance in personal as well as academic growth.

Counselors are recognized as action agents who provide such services as: 1) individual counseling, 2) small group counseling, 3) classroom guidance activities, 4) consultation with significant adults (parents, teachers, administrators), and 5) coordination of the guidance/counseling program. The successful implementation of the guidance and counseling program will be dependent not only on the counselor, but also on significant participation by all staff members with administrative leadership.

EVALUATION DESIGN

The purpose of the evaluation is to supply a data base on which decisions for program refinement may be made by the end of the 1981-82 school year. Evaluation is a key element in making the program document a dynamic, viable source of relevant, structured activity. Several kinds of data will be developed in a four part design as follows:

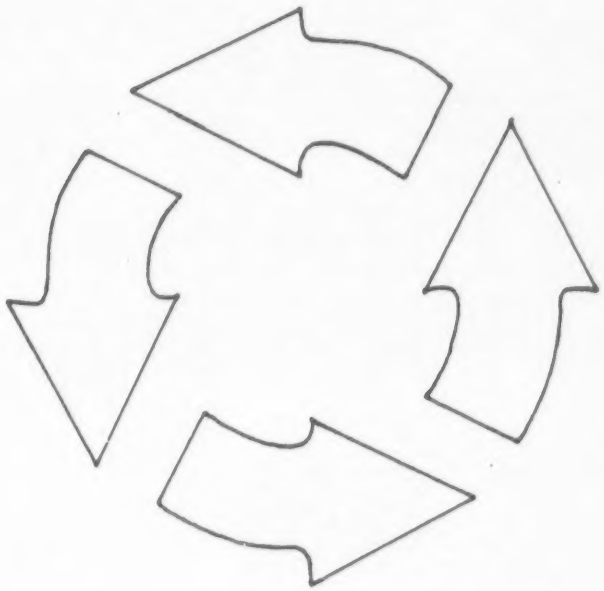
1. A basic study of counselor time will be completed. The study will serve as a frame of reference including the availability of counselor time, the impact of counseling services already outlined, and an estimate of the time demands of the guidance/counseling program.

2. The Guidance/Counseling Program document will be evaluated by counselors, administrators, teachers, and others as appropriate. The evaluation will focus on document format and content including recommendations for modification.

3. After the program is under way, a survey of attitudes will be conducted including the following program users: counselors, administrators, teachers, students, and parents.

4. Process activities developed and used in schools by counselors will be compiled. This section will serve as one measure of program implementation in all schools, and as a resource for all schools and counselors for continued integration of the program.

Generally, collection of data will be handled through the auspices of the area coordinators. However, surveys will be mailed directly through inter-school mail to a random sample of the specified users.



K-12 GUIDANCE/COUNSELING PROGRAM

COUNSELING PROCESS ACTIVITIES

SUMMER 1982

ALBUQUERQUE PUBLIC SCHOOLS

TM 830 410 (2 of 2)

ALBUQUERQUE PUBLIC SCHOOLS
725 University S.E.
Albuquerque, New Mexico 87106

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Prepared by

SANDRA O'NEAL
COORDINATOR OF TESTING/PROGRAM EVALUATOR

INSTRUCTIONAL RESEARCH,
TESTING AND EVALUATION

FORWARD

This document completes Chapter Four of the K-12 Guidance/Counseling District Evaluation Report and provides samples of process activities used by counselors at the elementary, middle, and high school levels during the spring, 1982 introductory phase of the program. The purpose of including this set of sample activities is threefold:

1) to demonstrate some approaches motivated by the program document which counselors used to introduce elements of the new program,
2) to examine the approximate number of students contacts documented through this relatively small sample, and
3) to serve as a model of collected activities that may be shared with and expanded by counselors during the emplementation phase.

This section has been separated from the Evaluation Report for easy use by counselors.

The collection of counselor activities is arranged in three sections including 10 sample activities per level. Each level is further subdivided by the domains which unify the program document: Educational, Social, and Career/Life Planning.

All activities were supplied by counselors and are included in this section with little or no editing.

ELEMENTARY SCHOOL ACTIVITIES

EDUCATIONAL DOMAIN

X-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [X] Elementary [ ] Middle [ ] High

GRADE: [ ] K [X] 1 [X] 2 [X] 3 [X] 4 [X] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

[X] Educational

[ ] Social

[ ] Career/Life Planning

GOAL:

[X] Self and Others [ ] Values and Attitudes

[ ] Feelings and Emotions [ ] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [ ]

or a consultant in the development of the activity [X]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: Students will develop a functional awareness of ways people are alike or different.

OUTCOME: Students evaluate themselves according to how they feel they are doing. They will be able to share things they can do now that they could not do before.

Approximate number of students involved: 381 (All grade levels except kindergarten)

Materials: 1 sheet of paper with a large flower and 9 petals on it.

Briefly describe activity and methods or techniques of evaluating.
Lesson is called "Student Self-Evaluation" - How I Feel I Am Doing. The students evaluate how they think they are doing in each academic area using a color code. Sharing and discussion follow. Children can look at areas they are concerned about and elect to bring the grades up. Enlightening for the individual. CODE: Red= if you feel good about what you are doing. Yellow= if you feel pretty good about what you are doing. Blue= if you feel not so good about what you are doing.

Your evaluation of the success of this activity:

[X] very successful [ ] successful [ ] needs modification [ ] unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [X] Elementary [ ] Middle [ ] High

GRADE: [ ] K [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

[X] Educational

[ ] Social

[ ] Career/Life Planning

GOAL:

[ ] Self and Others

[X] Feelings and Emotions

[ ] Values and Attitudes

[ ] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [ ]

or a consultant in the development of the activity [X]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: Students will identify how feelings of accomplishment develop.

Goal B Pg 8 - Abstract

OUTCOME:

Approximate number of students involved: 25

Materials: Poster Board for groups, magazines, feelings list for labeling pictures.

Briefly describe activity and methods or techniques of evaluating.

1. Students will look at their feelings list and correct their spelling.
2. Students will get into small groups and cut out pictures of feelings from magazines and glue them on their individual poster board.
3. Students will label their pictures and work from a list of feelings provided by the counselor.
4. Students will place list of feelings in a folder for further use.
5. Students then vote for best poster board as a class or they may give the post boards to school workers.

Your evaluation of the success of this activity:

[X] very successful [ ] successful [ ] needs modification [ ] unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [X] Elementary [ ] Middle [ ] High

GRADE: [ ] K [ ] 1 [ ] 2 [X] 3 [X] 4 [X] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

[X] Educational

[ ] Social

[ ] Career/Life Planning

GOAL:

[X] Self and Others

[X] Feelings and Emotions

[X] Values and Attitudes

[X] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [X]

or a consultant in the development of the activity [X]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: Several are addressed: likes and differences, positive feelings, different ideas, appropriate behaviors, unique identity, feelings and emotions, alternatives and choices.

OUTCOME: Students become aware of qualities in themselves and others that are positive and experience the satisfying reinforcement of having those qualities recognized.

Approximate number of students involved: 12-24

Materials: Legal size paper or larger for each student, pencil.

Briefly describe activity and methods or techniques of evaluating.
After discussing possible strengths or positive qualities that people might have, students each prepare a long piece of paper with their name at the top. As this paper circulates around the group, each one receiving it writes a positive comment about the identified student. The writer then folds the paper in such a way as to cover the writing but have the name visible, and the paper passes to the next one who also writes, folds etc. The paper will resemble a fan as it moves from person to person (the leader may demonstrate the folding technique before beginning) and I have called the activity The Fan Club.

Your evaluation of the success of this activity: Initial enthusiasm, desire to repeat, carry-over into other times and verbal expression as well as written all indicate very successful.

[X] very successful [ ] successful [ ] needs modification [ ] unsuccessful

BEST COPY AVAILABLE

ELEMENTARY SCHOOL ACTIVITIES

SOCIAL DOMAIN

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [X] Elementary [ ] Middle [ ] High

GRADE: [ ] K [X] 1 [X] 2 [X] 3 [X] 4 [X] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

[ ] Educational

[X] Social

[ ] Career/Life Planning

GOAL:

[X] Self and Others [ ] Values and Attitudes

[X] Feelings and Emotions [X] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [X]

or a consultant in the development of the activity [X]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: To improve social skills, specifically in regard to fighting, alienating others.

OUTCOME: Improvement in group climate, increased teacher learning in discussing feelings (also teachers feel supported).

Approximate number of students involved: approx. 23 each time

Materials: None

Briefly describe activity and methods or techniques of evaluating.

With teacher present about 5 min. I talk - teaching that we all have the same feelings. I bring out of group idea that we do not consciously try to hurt others feelings. We discuss, mostly with the group - (not me) how fights and bad feelings begin. The group supplies ways of coping with fight starting activity (e.g. name calling - say thank you this disarms the aggressor) after much discussion at the end I ask group to say good things about each other. This is very useful because so many kids think others don't like them.

Your evaluation of the success of this activity:

[ ] very successful [X] successful [ ] needs modification [ ] unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [X] Elementary [ ] Middle [ ] High

GRADE: [ ] K [ ] 1 [ ] 2 [ ] 3 [X] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

[ ] Educational

[X] Social

[ ] Career/Life Planning

GOAL:

[X] Self and Others [ ] Values and Attitudes

[X] Feelings and Emotions [ ] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [ ]

or a consultant in the development of the activity [X]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: Explore possessiveness - the feeling that their friend is theirs alone.

OUTCOME: Explore appropriate and inappropriate ways to make and keep friends.

Approximate number of students involved: 24

Materials: S.R.A. Kit, Focus III

Briefly describe activity and methods or techniques of evaluating.

The film "Friends" is a short open-ended film which opens discussions on how children make friends. It explores jealousy.

Your evaluation of the success of this activity:

[X] very successful [ ] successful [ ] needs modification [ ] unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [X] Elementary [ ] Middle [ ] High

GRADE: [ ] K [ ] 1 [ ] 2 [ ] 3 [X] 4 [X] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

- [ ] Educational
- [X] Social
- [ ] Career/Life Planning

GOAL:

- [X] Self and Others
- [ ] Feelings and Emotions
- [ ] Values and Attitudes
- [ ] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [X]

or a consultant in the development of the activity [X]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: To help children become more aware of their own personalities.

OUTCOME: Children will become more aware of their personalities.

Approximate number of students involved: 25

Materials: Chalkboard, chalk, 25 pieces of paper, 25 pencils (students provide)

Briefly describe activity and methods or techniques of evaluating.

1. Brain storm the definition of the word - personality.
2. Brain storm characteristics of personalities - example: kind, grumpy, sweet, etc.
3. Values vote on characteristics.
4. Ask children to list at least 8 characteristics that are part of their personalities. Circle those trails they like having. Put a line through those they wish were not part of their personalities. Star one they'd like to work on.

Your evaluation of the success of this activity:

[X] very successful [ ] successful [ ] needs modification [ ] unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [X] Elementary [ ] Middle [ ] High

GRADE: [ ] K [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

[ ] Educational
[X] Social
[ ] Career/Life Planning

GOAL:

[ ] Self and Others
[ ] Feelings and Emotions
[ ] Values and Attitudes
[ ] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [ ]

or a consultant in the development of the activity [ ]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: Students will gain an understanding of feelings and emotions and how they affect relationships.

OUTCOME:
Students can relate how their behavior affects and makes others feel.

Approximate number of students involved: 25

Materials: None

Briefly describe activity and methods or techniques of evaluating.

Students will volunteer one at a time to sit in the middle of the circle. The other students have been instructed to raise their hands and say something about the student in the middle that is good that they like about him/her. They are asked not to comment on clothing or other external qualities, but to think about that person and some of the things that he/she has done that has been helpful or friendly. After everyone who wants to has spoken, the person in the middle talks about what it felt like to be in the middle and hear good things about him/herself. Discussion.

Students love to do this activity. They all raise their hands to get a chance to be in the middle and they usually say that it feels good to hear good things about themselves. Teachers say that this makes them feel good about themselves. This is also a useful way to help end a fight after everything else has been aired and discussed. It helps get them into a better frame of mind to go on with the day's activities.

Your evaluation of the success of this activity:

[X] very successful [ ] successful [ ] needs modification [ ] unsuccessful

BEST COPY AVAILABLE

ELEMENTARY SCHOOL ACTIVITIES

CAREER/LIFE PLANNING DOMAIN

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [X] Elementary [ ] Middle [ ] High

GRADE: [ ] K [ ] 1 [ ] 2 [ ] 3 [X] 4 [X] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

- [ ] Educational
- [ ] Social
- [X] Career/Life Planning

GOAL:

- [ ] Self and Others
- [ ] Feelings and Emotions
- [X] Values and Attitudes
- [ ] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [X]

or a consultant in the development of the activity [ ]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: To enable students to be aware that a variety of occupations do exist.

OUTCOME: The student will take responsibility for giving direction to their lives.

Approximate number of students involved: 19-24

Materials: What people do all day, OUSO I, TAD, Curious George Takes A Job, Included in lessons

Briefly describe activity and methods or techniques of evaluating.

This is a large group activity led by the teacher/counselor. Review lesson sequence (1) and select the activities which best meet the needs of the group.

EVALUATION

Students will be able to draw five pictures of different jobs. 5th grade students must also write a sentence about what job is and why they would like to do it.

Your evaluation of the success of this activity:

[ ] very successful [X] successful [ ] needs modification [ ] unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [X] Elementary [ ] Middle [ ] High

GRADE: [X] K [X] 1 [X] 2 [X] 3 [X] 4 [X] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

- [ ] Educational
- [ ] Social
- [X] Career/Life Planning

GOAL:

- [ ] Self and Others
- [X] Values and Attitudes
- [ ] Feelings and Emotions
- [ ] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [X]

or a consultant in the development of the activity [ ]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: To acquaint children of all ages with a variety of careers.

OUTCOME: Children will be able to name more careers and have a better understanding of the skills and requirements associated with each career.

Approximate number of students involved: Entire class

Materials: "Career Flash Cards" developed by Dr. Ralph Ressler, Coordinator of Elementary Career Education in Dade County Public Schools, Dade County, Florida

Briefly describe activity and methods or techniques of evaluating.
"Career Flash Cards" are an extensive group of individual cards with various careers pictorially displayed on one side and questions relating to the career on the back. They can successfully be used with K-5 and their use is limited only by the counselor's imagination. (e.g. a game, stories, with whole groups, etc.) The area coordinator has a copy of these flash cards for anyone interested.

Your evaluation of the success of this activity:

- [X] very successful
- [ ] successful
- [ ] needs modification
- [ ] unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [X] Elementary [ ] Middle [ ] High

GRADE: [ ] K [ ] 1 [ ] 2 [ ] 3 [X] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

[ ] Educational

[ ] Social

[X] Career/Life Planning

GOAL:

[X] Self and Others [X] Values and Attitudes

[X] Feelings and Emotions [X] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [X]

or a consultant in the development of the activity [ ]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: The objective of this activity is to use cooperation, organization, planning, decision making, and value judgements to bid on and get various imaginary opportunities.

OUTCOME: Depending on the minigroups success at achieving the aforementioned attitudes and skills, the minigroup bids successfully or unsuccessfully for the desired opportunity. Students learn from each other valuable coping skills.

Approximate number of students involved: 35

Materials: Highest Bidder Sheets for each individual student, pencil for each individual student, money (green construction paper cut into dollar size slips.)

Briefly describe activity and methods or techniques of evaluating.

Divide the class into groups of 4 or 5. Don't choose rows of children because they are used to relating to one another. Lead a group discussion on an action, its purposes. Inform the class that with the money each group will be given. they are to decide what they want from the H.B. sheets, and bid on it. Highest bidder takes it. They are to decide what they want in their groups, also it might be wise to assign a value (how much they are willing to pay for it) and elect or appoint a spokesman to bid. You can arrange it so people who have personality differences are in the same group. Then hold the auction. Ask the mini groups to think of a name for themselves. Refer to the name when a group bids successfully, reinforcing group unity. After the auction, list what each group acquired on the board. Lead a group discussion on these topics:

What made a successful group?
What got in the way of a groups obtaining what they wanted?
What were some of the emotions/situations that you experienced during this exercise that you enjoyed?

Your evaluation of the success of this activity:

[X] very successful [ ] successful [ ] needs modification [ ] unsuccessful

BEST COPY AVAILABLE

MIDDLE SCHOOL ACTIVITIES

EDUCATIONAL DOMAIN

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CAT ORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [ ] Elementary [X] Middle [ ] High

GRADE: [ ] K [ ] 1 [ ] 2 [ ] 4 [ ] 5 [ ] 6 [X] 7 [X] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12

DOMAIN:

[X] Education

[ ] Social

[ ] Career/L Planning

GOAL:

[X] Self and ers [X] Values and Attitudes

[X] Feelings Emotions [X] Coping Strategies and Behaviors

My role in this activit as been as a model in the classroom [ ]

or a consultant in the lopment of the activity [X]

PLEASE COMPLETE THE MAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE:

Students w . explore and understand different behaviors in the areas of academic social interaction ch will help them grow and develop. Share and exchange experiences in these areas: ac mics, peer relations and family dynamics.

OUTCOME:

Students v alize and support each other in their decision-making processes.

Approximate number of s nts involved: 40

Materials:

Briefly describe activi nd methods or techniques of evaluating.

Groups hel with 8-10 students meeting once a week discussing different themes.

Evaluation Students respond to groups and follow through with strategies that are set up.

Your evaluation of the ess of this activity:

[X] very successful [ ] successful [ ] needs modification [ ] unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☒ Middle ☐ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

DOMAIN:

☒ Educational

☐ Social

☐ Career/Life Planning

GOAL:

☒ Self and Others ☐ Values and Attitudes

☐ Feelings and Emotions ☐ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☒

or a consultant in the development of the activity ☐

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE:

Students will be able to complete high school registration correctly and effectively.

OUTCOME:

High school registration

Approximate number of students involved: 350 students in groups of 30.

Materials:

State graduation requirements and college entrance requirements.

Briefly describe activity and methods or techniques of evaluating.

The activity is a discussion, question and answer procedure where students develop a high school program on paper from information given orally and written on the board. This generates individual sessions with parents and students. Hopefully, the high schools comment that our students have it "together" when they come to do the actual registration.

Your evaluation of the success of this activity:

☒ very successful ☐ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☒ Middle ☐ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

DOMAIN:

☒ Educational

☐ Social

☐ Career/Life Planning

GOAL:

☐ Self and Others ☒ Values and Attitudes

☐ Feelings and Emotions ☐ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☒

or a consultant in the development of the activity ☐

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: Students will acquire an understanding of values and attitudes and anticipate the consequences of their choices and decisions.

OUTCOME: Students will be able to state how their values affect their decision-making process.

Approximate number of students involved: 223

Materials: Notes and the board

Briefly describe activity and methods or techniques of evaluating.

Went to classrooms and spoke to 8th grade social studies classes. The subjects included were: 1. "Why the CTBS and Its Effect Upon Students" 2. "High School Graduation Requirements and High School In General' 3. "College, TVI, or Other Programs"

The teacher in each classroom commented that the students were very attentive, took some notes, and asked very good questions.

Your evaluation of the success of this activity:

☐ very successful ☒ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☒ Middle ☐ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

DOMAIN:

- ☒ Educational
- ☐ Social
- ☐ Career/Life Planning

GOAL:

- ☒ Self and Others
- ☒ Values and Attitudes
- ☒ Feelings and Emotions
- ☒ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☒

or a consultant in the development of the activity ☐

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: 6 Week Unit - Decision Making Skills

1. To help students become aware of the importance of decision making.
2. To help students relate values and attitudes to decision making.
3. To help students identify their own personal values.

OUTCOME: Students became much more aware of their opportunities and their need to make decisions more carefully.

Approximate number of students involved: 150 (7 periods)

Materials: Books - Values Clarification, filmstrips, work sheets, etc.

Briefly describe activity and methods or techniques of evaluating.

1. Small group discussions

I used many different resources to plan sessions to meet our special needs.

Maxwell Maltz - Secrets, a 6 session tape program with work sheets. Excellent for sixth graders.

Deciding - by H.B. Gelatt, Barbara Varenhost, and Richard Carey. Numerous activities for 6, 7, and 8th graders - especially good eighth graders.

EVALUATION

1. Verbal by teacher and students

2. Written check lists filled out by the teacher and students.

Your evaluation of the success of this activity:

☒ very successful ☐ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

MIDDLE SCHOOL ACTIVITIES

SOCIAL DOMAIN

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☒ Middle ☐ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

DOMAIN:

☐ Educational

☒ Social

☐ Career/Life Planning

GOAL:

☐ Self and Others ☐ Values and Attitudes

☐ Feelings and Emotions ☒ Coping Strategies and Behaviors

My role in this activity has been is a model in the classroom ☒

or a consultant in the development of the activity ☐

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: To introduce problem - solving techniques and to apply these techniques to everyday middle school problems.

OUTCOME:

Approximate number of students involved: 119

Materials: I and V required chalkboard - pictures and/or descriptions on ½ of 8½ x 11 piece of paper. Response sheets for III.

Briefly describe activity and methods or techniques of evaluating.

I. Four steps in problem solving were introduced: a) identify, b) alternatives, c) consequences, d) review

II. Pictures and/or descriptions of situations were given to groups of 5 or 6. Examples, locker problems, name-calling, threats, lunch cuts, etc.

III. Each group brain-stormed responses (in writing), all alternatives were then shared with total class.

IV. Each group then listed possible consequences and shared these with the class.

V. Doormat to bully concept introduced and consequences related to this continues.

Your evaluation of the success of this activity:

☒ very successful ☐ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☒ Middle ☐ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

DOMAIN:

☐ Educational

☒ Social

☐ Career/Life Planning

GOAL:

☐ Self and Others ☐ Values and Attitudes

☒ Feelings and Emotions ☐ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☒

or a consultant in the development of the activity ☐

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE:
To express interpersonal feelings.

OUTCOME:

Approximate number of students involved: 6 to 26

Materials: Drawing paper, pencils, crayons, or markers.

Briefly describe activity and methods or techniques of evaluating.

Distribute an outline of a flag that is divided into four parts.
Direct students to draw a symbol for:

1. A time when someone was friendly toward you
2. Something that you look for when choosing a friend
3. Something about you that would make you a good friend to someone else
4. Something that you would like to give a friend

Other possible statements

1. A place where you would like to go with a friend
2. A happy time with a friend
3. A time when a friend disappointed you
4. Something that you would like a friend to give you

Allow students to discuss their symbols

Your evaluation of the success of this activity:

☒ very successful ☐ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☒ Middle ☐ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

DOMAIN:

☐ Educational

☒ Social

☐ Career/Life Planning

GOAL:

☒ Self and Others ☐ Values and Attitudes

☐ Feelings and Emotions ☐ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☒

or a consultant in the development of the activity ☐

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: To assist students in developing more objective views of themselves.

OUTCOME: Students begin to characterize themselves objectively and see themselves as others see them.

Approximate number of students involved: 25 - 30

Materials: pencil and paper

Briefly describe activity and methods or techniques of evaluating.

On the chalkboard list the kinds of characteristics to be discussed. Students are not to refer to any physical characteristics. Rather, they should write descriptions of themselves to include personality traits, interests habits, strengths, and favorite activities. It is sometimes helpful to have them write (say) 5 sentences covering each one of these areas. Review some of the descriptive words or phrases that could be used. Students spend 5-10 minutes writing a description and sign their papers. Tell them that papers will be read aloud. Number each paper and read them aloud having students, without talking, write down who they think that description fits. After all descriptions have been read, go back to the first one, read it again, and ask for guesses about who wrote it. Then discuss how accurate the students feel each person described themselves. Continue until all descriptions have been read.

Your evaluation of the success of this activity:

☒ very successful ☐ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☒ Middle ☐ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

DOMAIN:

☐ Educational

☒ Social

☐ Career/Life Planning

GOAL:

☒ Self and Others ☐ Values and Attitudes

☐ Feelings and Emotions ☐ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☒

or a consultant in the development of the activity ☐

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: Self enhancement, building a healthy self-concept. Help students realize that they can promote and utilize their own support system.

OUTCOME: Students learned that they can build up each other. That they can support and affirm each other in a way that results in personal growth and development.

Approximate number of students involved: 16

Materials: 100 ways to enhance self-concept in the classroom.
H. Canfield and H.C. Wells

Briefly describe activity and methods or techniques of evaluating.

We held weekly classroom meetings. The teacher and counselor acted as facilitators. Exercises such as I.A.L.A.C, positive feelings, and support techniques were utilized. Students agreed on times when put downs were not permitted and they practiced giving positive strokes and affirmation.
We evaluated activity by observation of student behavior and also solicited feed back from people involved.

Your evaluation of the success of this activity:

☐ very successful ☒ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☒ Middle ☐ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

DOMAIN:

☐ Educational
☒ Social
☐ Career/Life Planning

GOAL:

☐ Self and Others ☒ Values and Attitudes
☐ Feelings and Emotions ☐ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☐

or a consultant in the development of the activity ☒

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: To help students identify their own values and attitudes and also to become aware of the values and attitudes of others. As a result it was hoped that they would develop an understanding and acceptance of their own attitudes and those of others.

OUTCOME: A better classroom climate was created and students became more tolerant of each other. There was more acceptance between students and between students and teacher.

Approximate number of students involved: 30

Materials: 101 Ways to Enhance Self Concept in the Classroom
Meeting Yourself Halfway - Simon -
(continued below)

Briefly describe activity and methods or techniques of evaluating.

Discussions
Student Journals
Teacher Observation

Me and Others - Hooker
Deciding - Gelatt, Varenhorst & Carey

Your evaluation of the success of this activity:

☐ very successful ☒ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

MIDDLE SCHOOL ACTIVITIES

CAREER/LIFE PLANNING DOMAIN

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☒ Middle ☐ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

DOMAIN:

☐ Educational

☐ Social

☒ Career/Life Planning

GOAL:

☐ Self and Others ☒ Values and Attitudes

☐ Feelings and Emotions ☒ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☒

or a consultant in the development of the activity ☒

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: To motivate career planning

OUTCOME: Define tenative careers and explore in depth four year I.E.P.

Approximate number of students involved: 1800

Materials: Filmstrips-cassette tapes.

Briefly describe activity and methods or techniques of evaluating.

Orientation each period, filmstrips and cassettes on careers (many career groups and many individual "jobs" in a career). How to apply and prepare for "jobs" in careers, salaries, education, preparation etc.

Discussion class, small groups, individual - ultimately make out 4 year I.E.P.

Evaluation - teacher tests, question-answer, demonstration, film and cassettes, in depth discussion.

Your evaluation of the success of this activity:

☐ very successful ☒ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

HIGH SCHOOL ACTIVITIES

EDUCATIONAL DOMAIN

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☐ Middle ☒ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☒ 10 ☐ 11 ☐ 12

DOMAIN:

☒ Educational
☐ Social
☐ Career/Life Planning

GOAL:

☒ Self and Others ☐ Values and Attitudes
☐ Feelings and Emotions ☒ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☐

or a consultant in the development of the activity ☐

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: Students will decide on curricular activities that are consistent with abilities and interests.

Students will be able to select alternatives most consistent with their goals and take steps to implement a course of action.

OUTCOME: Students will be able to select a schedule reflective of their developed study skills and in keeping with career and educational goals.

Approximate number of students involved: 700

Materials: PA system, large meeting room, registration materials, course offering booklets.

Briefly describe activity and methods or techniques of evaluating.

Counselor made presentations to 10th graders through combined English classes meeting each period. The presentations included information about the mechanics and procedure of registration as well as information about graduation and college requirements, career planning and selecting courses to meet ability levels and career & educational goals.

The following week, the counselor visited individual English classes to complete and pick up registration materials.

The procedure proved successful as witnessed by the attentiveness of the students during both large group presentations & classroom visitations as well as by the quality and pertinence of questions asked. Also, the registration materials turned in appeared 'cleaner' or more accurate than in the past and more students completed their registration on time than in the past. It appears that courses were selected carefully and thoughtfully.

Your evaluation of the success of this activity:

☒ very successful ☐ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: [ ] Elementary [ ] Middle [X] High

GRADE: [ ] K [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [X] 9 [X] 10 [X] 11 [X] 12

DOMAIN:

[X] Educational

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GOAL:

[ ] Self and Others

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[X] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [ ]

or a consultant in the development of the activity [X]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE:

OUTCOME: All new students will complete a placement test and orientation to the school before attending classes.

Approximate number of students involved: 150

Materials:

Briefly describe activity and methods or techniques of evaluating.

All new students arriving during the first few weeks of school are oriented in groups. Prior to placement in classes students are given the Botel Word Opposites Test and produce a writing sample for counselors' use in class placement.

An orientation follows in which students may view a video or presentation by counselors covering information regarding credits, expectations, four-year-plan, attendance, grading, transcripts, schedules, lunches, school policies, etc. After selection of classes each student received a tour of campus facilities. A follow-up is working on Information Packet Modification conducted within a month to check on progress, concerns, and well being of either individual or small groups of students.

Modification Includes:

1. Forming a "Buddy" system among new students who arrive in August and September. These students will provide a support system for each other.
2. Students who appear later in the year will be hosted by student government hosts for one week until they are settled.
3. An up-to-date video orientation will be made.

Your evaluation of the success of this activity:

[ ] very successful [X] successful [X] needs modification [ ] unsuccessful

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K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

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LEVEL: ☐ Elementary ☐ Middle ☒ High

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DOMAIN:

☒ Educational

☐ Social

☐ Career/Life Planning

GOAL:

☐ Self and Others

☐ Feelings and Emotions

☐ Values and Attitudes

☒ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☒

or a consultant in the development of the activity ☒

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: To provide information as well as coping strategies & behaviors to facilitate transition from mid-school to high school.

OUTCOME:

Approximate number of students involved: 650+

Materials: Registration information, 4-year-plan, student handbooks, assistant principal.

Briefly describe activity and methods or techniques of evaluating.

Meet in small groups with incoming students & present information on curriculum, expectations, credits, requirements, etc.

Meet with parent groups to provide similar informations.

Meet again with students to register, answer questions, etc.

Confer with sending teachers to gain information.

Confer with sending counselors re problems.

Your evaluation of the success of this activity:

☒ very successful ☐ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

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LEVEL: ☐ Elementary ☐ Middle ☒ High

GRADE: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☒ 11 ☐ 12

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GOAL:

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☐ Feelings and Emotions ☐ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☐

or a consultant in the development of the activity ☒

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: To provide juniors with information concerning educational plans.

Met with juniors in small groups. Discussed graduation requirements, discussed their taking courses which would lead to entrance into college or provide skills for a job or further vocational training. Discussed tests they should take. Gave some interest inventories.

OUTCOME:

From interest inventories and above discussion topics, students should be able to make wiser decisions on their programs for senior year.

Approximate number of students involved: 52

Materials: Kuder Interest Inventory, books on ACT and SAT tests, PSAT scores, TVI bulletin and information brochures, Occupational Outlook Handbook, college catalogs, GIS, and books on careers.

Briefly describe activity and methods or techniques of evaluating.

Met in groups of 5 or6 students. Difficult to evaluate. However, students indicated they appreciated the information on educational-vocational counseling and felt they knew much more about tests to take and where to come for additional information.

Your evaluation of the success of this activity:

☐ very successful ☒ successful ☐ needs modification ☐ unsuccessful

BEST COPY AVAILABLE

HIGH SCHOOL ACTIVITIES

SOCIAL DOMAIN

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

PLEASE CHECK THE CATEGORIES THAT BEST DESCRIBE THE PURPOSE OF THE ACTIVITY YOU ARE OUTLINING.

LEVEL: ☐ Elementary ☐ Middle ☒ High

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GOAL:

☐ Self and Others ☒ Values and Attitudes

☐ Feelings and Emotions ☐ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☒

or a consultant in the development of the activity ☐

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: TESL students - To help students develop an awareness of their unique Mexican culture in a totally new environment with different attitudes and values and how these affect decisions, actions, and life styles.

OUTCOME: Students will be able to clarify and prioritize their own values and identify values of others.

Approximate number of students involved: 18

Materials: N/A

Briefly describe activity and methods or techniques of evaluating.

Met with students on a weekly basis for eight weeks.
Held discussions as to their concerns regarding the following:

A. Cultural differences vs life styles and values here in Albuquerque.
B. One session was held with their teacher as to their needs in that class.
C. Getting to know each other.
D. Communication skills.
E. How to succeed.

Your evaluation of the success of this activity:

☐ very successful ☒ successful ☐ needs modification ☐ unsuccessful

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K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

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GOAL:

☐ Self and Others ☐ Values and Attitudes

☒ Feelings and Emotions ☐ Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom ☐

or a consultant in the development of the activity ☒

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE:

To provide a group counseling activity for a targeted group of students in an alternative program within the school. The objective was for students to become aware and recognize the importance of ones feelings and emotions.

OUTCOME:

Students have been and continue to explore emotions and recognize attitudes which affect their daily lives.

Approximate number of students involved: 12

Materials:

Resource book for class discussion, Educators Training Center, 1976

Briefly describe activity and methods or techniques of evaluating.

Weekly group setting with student directed topics related to feelings and emotions.

After each group session students completed evaluation from ranging for questions of topic relevance to personal involvement in discussion.

Your evaluation of the success of this activity:

☐ very successful ☒ successful ☐ needs modification ☐ unsuccessful

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K-12 GUIDANCE AND COUNSELING PROGRAM

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GOAL:

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[X] Feelings and Emotions [ ] Coping Strategies and Behaviors

My role in this activity has been as a model in the classroom [X]

or a consultant in the development of the activity [X]

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: Help students understand nature and origins of various conflicts and difficult situations. Encourage students to examine values and behaviors.

OUTCOME: Higher levels of self and social awareness.

Approximate number of students involved: 8-10

Materials: Teachers, counselors, and students

Briefly describe activity and methods or techniques of evaluating.

Teacher, counselor, and/or students role-play/demonstrate various situations, e.g. teacher-student conflict, peer pressure, interpersonal misunderstanding. Students are challenged to analyze situation and propose alternative methods of handling it.

Evaluation - teacher/counselor conference.

Your evaluation of the success of this activity:

[X] very successful [ ] successful [ ] needs modification [ ] unsuccessful

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HIGH SCHOOL ACTIVITIES

CAREER/LIFE PLANNING DOMAIN

K-12 GUIDANCE AND COUNSELING PROGRAM

PROCESS EVALUATION - ACTIVITIES

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or a consultant in the development of the activity ☒

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY. (ACTIVITIES)

OBJECTIVE: Provide the opportunity for students to be informed of the many educational, technical training, and career opportunities available in the various branches of the armed forces; including ROTC Scholarships and Academy appointments.

OUTCOME: Exposure to military career opportunities.

Follow-up evaluation surveys were sent to each classroom participating. Total students involved

Approximate number of students involved: 2435 and the response was very positive. No way to account for numbers participating in the two all-day Armed Forces Career Days. However, participation was very successful according to participating representatives.

Materials:

Briefly describe activity and methods or techniques of evaluating.

Presentation by West Point Academy Cadet.
Presentation & on-hands demonstration by Army Auto Mechanics Team.
Presentation by Air Force Academy Cadet.
ROTC College Scholarship Seminar.
Army Medical Specialist Team presented emergency first aid and Cardiac Pulmonary Resuscitation demonstration.
Navy "Nuclear Power Presentation".
Air Force Canine Orientation and Exhibition with trained dogs.
Armed Services Vocational Apptitude Battery (ASVAB) given in first semester and again second semester for those interested students.
Two Armed Forces Career Days — one first semester and another second semester.

Your evaluation of the success of this activity:

☒ very successful ☐ successful ☐ needs modification ☐ unsuccessful

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or a consultant in the development of the activity ☒

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE:

My objective was to help the student make choices as to the educational plans or career plans upon leaving high school.

OUTCOME:

The students that I worked with were able to make a choice based upon their interests, grades, and capabilities.

Approximate number of students involved: 27

Materials:

I used the Strong Campbell Interest Inventory

Briefly describe activity and methods or techniques of evaluating.

The test was given to the students to take home to complete and return the next day. An appointem ent was scheduled for 10 days later at which time the computerized results would have arrived from Mincomp in Denver. I used my copy of their high school transcript and looked at the C.T.B.S. scores (11th grade) to evaluate their abilities and combine that information with the interest inventory results. Following this second appointment, we met again two more times to use the Guidance Information System terminal to locate training programs or colleges that might be available to them. This activity was done on an individual basis. Next year I hope to start earlier and do the same activity in small groups.

Your evaluation of the success of this activity:

☒ very successful ☐ successful ☐ needs modification ☐ unsuccessful

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My role in this activity has been as a model in the classroom ☒

or a consultant in the development of the activity ☐

PLEASE COMPLETE THE REMAINING ITEMS TO SPECIFY AND DESCRIBE YOUR ACTIVITY.

OBJECTIVE: The student will be able to use aptitude, values, and interests to aide in career choices.

OUTCOME: Students began to think of long range goals instead of immediate short range goals. Students began to come into the counseling office in order to utilize the Occupational file of the G.I.S.

Approximate number of students involved: 180 (Grade 10)

Materials: National Career Consultants, Inc. "The Fascinating World of Work" filmstrip. The Guidance Information System.

Briefly describe activity and methods or techniques of evaluating.

I. Using interest and values, explain "The Way of Life Formula."
   1. Discuss values in relation to the "Life Style Evaluation Form" and how they relate to different jobs.
   2. Show introduction filmstrip explaining "The Way of Life Formula" in the Fascinating World of Work filmstrip series. Discuss.
   3. Show how each job can be rated according to these Life Values.
   4. Students rate each Life Value by giving Personal Points from 0-10 according to its importance.
   5. Student totals each life value and compares with each job choice. This is used for comparison.

II. G.I.S. Computer - occupational search method.

Your evaluation of the success of this activity:

☐ very successful ☒ successful ☒ needs modification ☐ unsuccessful

BEST COPY AVAILABLE